P C Wren's

Grammar

Class

7

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Grammar

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P C WREN
M.A. (OXON.) I.E.S.

Revised By
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Preface

P C Wren's Grammar is the revised edition of the highly successful series and is based on user feedback. A set of eight English grammar textbooks for classes 1 to 8, the series, acknowledged as one of the best and most authoritative of traditional grammars, has been specially designed to meet the needs of the learners in the primary and middle schools today.

P C Wren's Grammar provides ample guidance and practice in sentence building, correct usage, comprehension, composition and other allied areas to equip the learners with the ability to use the English language effectively in real-life situations.

The series aims at simplicity of language in its treatment of each topic with multiple examples, reinforced by extensive drills. The sections on comprehension and composition set out to help the learners put their knowledge of grammar to more practical use and widen their communicative abilities.

Special features of *P C Wren's Grammar*

- Includes carefully graded material across the series with special focus on structure and usage
- Spiral gradation leading to cumulative learning as learners progress through classes, and revisit certain topics, with more depth and complexity
- Less analysis, more examples and exercises
- Ample activity-based material to enhance creative skills and make learning enjoyable
- Comprehension passages for enhancing reading skills and the ability to draw inferences
- Composition exercises with solved examples and scaffolding to encourage independent writing
- A special section on vocabulary with extended drilling of spellings and usage of words
- Pair work and group work to make the learning process interesting
- Listen and speak section to hone the oral-aural skills of the learners and provide a more wholesome exposure in the learning of the English language
- Revision sections, three in each book, to help in the recapitulation and evaluation of what has been learnt
- Teacher's Manual for each textbook, with answer keys to the exercises and additional worksheets to facilitate the teaching process

It is sincerely hoped that this need-based series, enlivened by colourful illustrations, will be appreciated by both children and teachers alike. Further suggestions and feedback for improving the books will be received gratefully.

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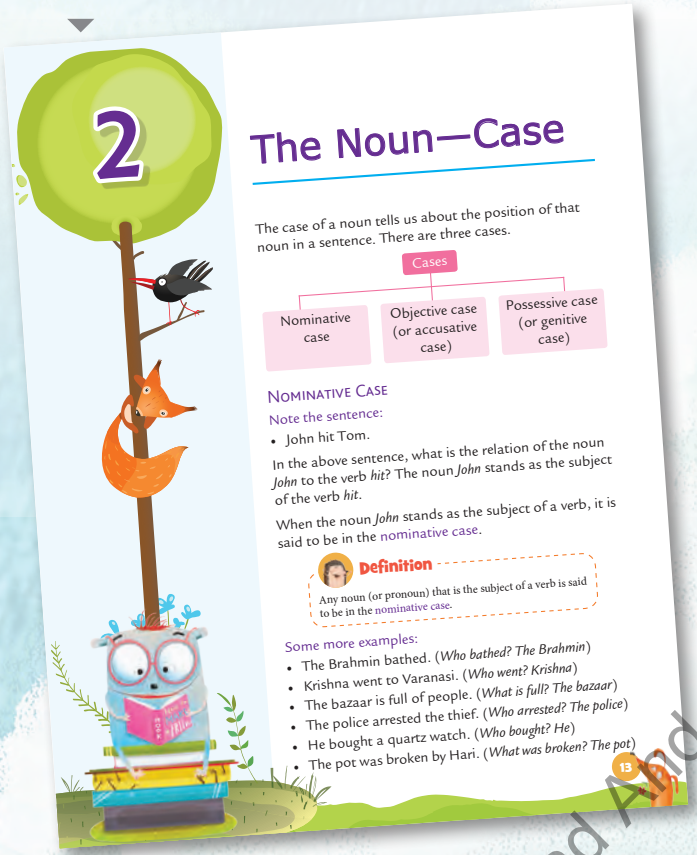
Course Design

Spiral gradation of Grammar topics, with a variety of exercises for reinforcement.



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The Noun—Case

The case of a noun tells us about the position of that noun in a sentence. There are three cases.

Cases

- Nominative case
- Objective case (or accusative case)
- Possessive case (or genitive case)

Nominative Case

Note the sentence:

- John hit Tom.

In the above sentence, what is the relation of the noun *John* to the verb *hit*? The noun *John* stands as the subject of the verb *hit*.

When the noun *John* stands as the subject of a verb, it is said to be in the nominative case.

Definition

Any noun (or pronoun) that is the subject of a verb is said to be in the nominative case.

Some more examples:

- The Brahmin bathed. (*Who bathed? The Brahmin*)
- Krishna went to Varanasi. (*Who went? Krishna*)
- The bazaar is full of people. (*What is full? The bazaar*)
- The police arrested the thief. (*Who arrested? The police*)
- He bought a quartz watch. (*Who bought? He*)
- The pot was broken by Hari. (*What was broken? The pot*)

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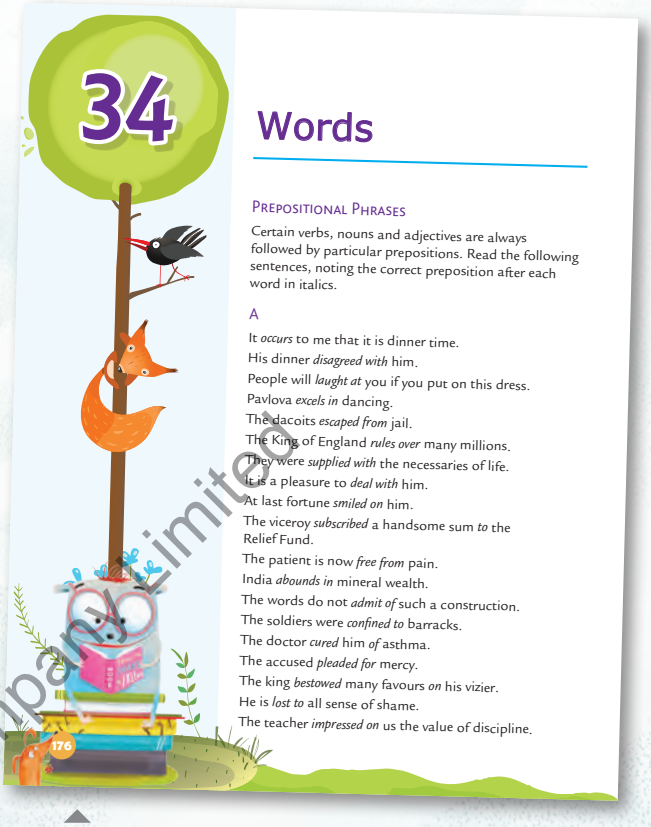

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Words

Prepositional Phrases

Certain verbs, nouns and adjectives are always followed by particular prepositions. Read the following sentences, noting the correct preposition after each word in italics.

A

It *occurs* to me that it is dinner time.
His dinner *disagreed with* him.
People will *laught at* you if you put on this dress.
Pavlova *excels in* dancing.
The dacoits *escaped from* jail.
The King of England *rules over* many millions.
They were *supplied with* the necessaries of life.
It is a pleasure to *deal with* him.
At last fortune *smiled on* him.
The viceroy *subscribed* a handsome sum *to* the Relief Fund.
The patient is now *free from* pain.
India *abounds in* mineral wealth.
The words do not *admit of* such a construction.
The soldiers were *confined to* barracks.
The doctor *cured* him *of* asthma.
The accused *pleaded for* mercy.
The king *bestowed* many favours *on* his vizier.
He is *lost to* all sense of shame.
The teacher *impressed on* us the value of discipline.

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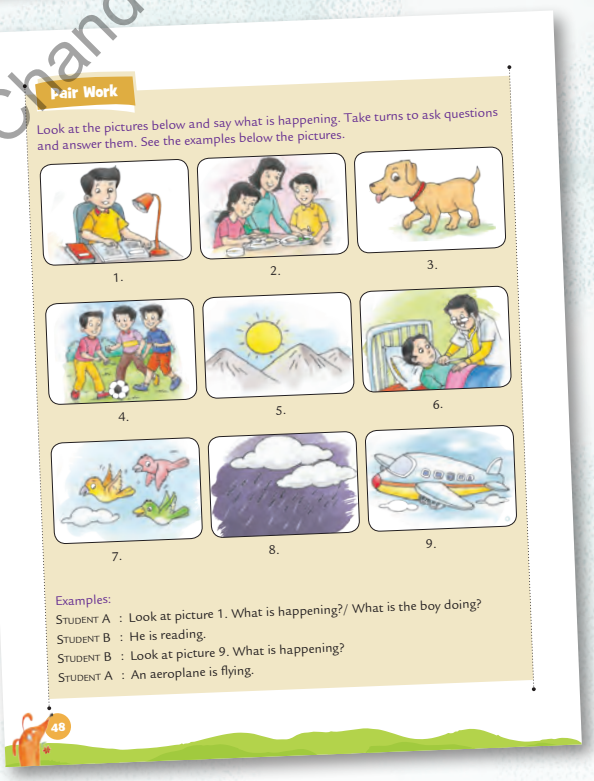
Words provides varied tasks to help build the vocabulary and practise spellings.

Activity/Pair work to develop the learner's interest in the concepts learnt.



Pair Work

Look at the pictures below and say what is happening. Take turns to ask questions and answer them. See the examples below the pictures.

1. 2. 3.

4. 5. 6.

7. 8. 9.

Examples:

Student A : Look at picture 1. What is happening?/ What is the boy doing?
Student B : He is reading.
Student B : Look at picture 9. What is happening?
Student A : An aeroplane is flying.

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Comprehension exercises to reinforce reading skills and contextual practice.

'I guess it's just like any other nest, but not better than mine,' said the tortoise. 'You must be jealous of my shell, though.'

'On the contrary,' the bird replied, 'my home has space for my family and friends; your shell cannot accommodate anyone other than you. Maybe you have a better house. But I have a better home,' said the bird happily.

Moral: Better a crowded hut than a lonely mansion.

A. Answer the following questions on the basis of your understanding of the above passage.

1. Where did the bird build its nest?
2. With what did the bird make its nest?
3. What was the tortoise mocking at?
4. Where does the tortoise live?
5. What was the bird's reply when the tortoise made fun of its house?

B. Write true (T) or False (F) for each of the following statements.

1. The bird was jealous of the tortoise's shell. ☐
2. The bird's nest was shabby as it was made of broken twigs and sticks. ☐
3. The tortoise was mocking at the bird's nest. ☐
4. The tortoise was vain and rude. ☐
5. The bird worked hard and took care of his family. ☐

C. Find a word from the above passage which means the same as

1. rough
2. feeble
3. fit in
4. making fun of

D. Have a discussion in class on the difference between 'house' and 'home'.

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35 Listen and Speak

We will practise both listening and speaking in the following exercises. In the speaking exercises, we will have discussions, debates and speech. They will be interactive and close to real-life situations.

Exercises

1. Listen to the announcement made at the railway station and answer the questions that follow.
   (a) What is the train number?
   (b) Where is the train going?
   (c) On which platform number, will the train arrive?
   (d) What is the inconvenience caused?
2. Morning announcements are a way of dispensing updates on ongoing activities, details of the upcoming ones, new regulations and other critical information to the staff and students.
   You want to convey your congratulations on a recent team victory in the school assembly. Make the announcement in front of the assembly.
   A typical morning announcement starts like this: 'Good morning... (appropriate names!)...' the obligatory salutation... the announcement...
3. Listen to the piece of news and answer the questions that follow.
   (a) On which day did the dust storm hit the state of Rajasthan?
   (b) Name the three districts that were badly

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Listen and Speak includes a variety of tasks to hone the oral-aural skills of the learners.

Composition exercises to encourage pupils to write independently.

Here is the notice.

City Public School, Manali
NOTICE
12th September 2019
Sing and Dance in School Fest (Class IV –VIII)
Like every year, our school is organizing a School Fest from the 15th October to 21st October 2019, where there will be lots of music and dance. Those students who are interested to sing and dance in this event may submit their names to the undersigned by tomorrow. A screening will be done after that.
Pranav (Class VII)
Cultural Secretary(Junior Wing)

Issuing Authority/ Agency
Date
Catchy headline
Content/Body of the notice
Signature of the issuing person; Name; Designation

2. You are Mr Mohan Sharma, Secretary of Gangotri Housing Society, Delhi. Draft a notice informing the residents of your society, that there will be no water supply for the next two days due to some repair work in the water tank.

Here is the notice.

Gangotri Housing Society, Delhi
NOTICE
9th August 2019
No water supply for two days
All the residents of Gangotri Housing Society are hereby informed that there will be no water supply for two days w.e.f. 10th August 2019 due to some urgent and necessary repair work of the water tank.
Inconvenience regretted.
Mohan Sharma
Secretary
Gangotri Housing Society

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Revision Test 2

A. Fill in the blanks with the *simple present* or *present continuous* form of the verbs in brackets.

1. He _____ for a walk every morning. (go)
2. The sun _____ during the day. (shine)
3. Oh lovely ! The sun _____ again. (shine)
4. I _____ a glass of water. (want)
5. He _____ with his parents at the moment. (stay)
6. I usually _____ early on Mondays. (get up)
7. Tomorrow, I _____ to the movies with my friends. (go)
8. When I am not working, I _____ on my own. (study).

B. Put the verbs in brackets into the *simple past* or *past continuous tense.* (Use both the tenses in each sentence.)

1. It (rain) when we (come) out.
2. She (cut) her finger while she (peel) potatoes.
3. I (have) a shower when the phone (ring).
4. He (bite) his finger when he (have) lunch.
5. We (go) down in the lift when suddenly it (stop).
6. I (play) with my sister when you (call).
7. The doorbell (ring) while I (have) a bath.
8. As I (wait) for bus, I (see) Joe crossing the road.

C. Complete the following sentences using the verbs given in brackets in *present perfect* or *simple past* tense.

1. David _____ in Bangkok since 2004. (live)
2. JK Rowling _____ the popular Harry Potter series. (write)
3. Yesterday I _____ Urvashi at the swimming pool. (meet)
4. My grandfather _____ as a pilot when he was younger. (work)
5. I _____ him in the hospital last Friday. (visit)
6. I _____ Selena Gomez live in concert (see)

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Revisions to reinforce and assess the learner's understanding of the concepts learnt.

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Detailed Contents

1.	Phrases, Clauses and Sentences	Phrases, Clauses, Sentences, Kinds of Sentences, Question tags
2.	The Noun—Case	Nominative case, Objective case, Possessive case
3.	Adjectives	Kinds of Adjectives, Formation of Adjectives, Adjectives without Nouns, Order of adjectives
4.	Articles	Indefinite Article: A or An, Definite Article: The, Omission of the Article, Repetition of the Article
5.	Pronouns	Kinds of pronouns, More about relative pronouns
	Revision Test 1	Chapters 1-5
6.	Verbs	Transitive-Intransitive verbs, Direct-Indirect object, Transitive and intransitive use of verb, Finite and Non-finite Verbs
7.	Tenses	Simple Present, Present Continuous, Present Perfect, Simple Past, Present Perfect Continuous, Past Continuous, Past Perfect, Simple Future, Future continuous
8.	Infinitives and Gerunds	Infinitives, Bare infinitives, Gerunds
9.	Participles	Present and past participles
10.	Voice	Active voice and Passive voice, Conversion from Active voice and Passive voice and vice versa
11.	Reported Speech	Conversion from direct to indirect speech and vice versa
	Revision Test 2	Chapters 6-11
12.	Adverbs	Types of adverbs, Comparison of adverbs, Formation of adverbs from adjectives, Position of Adverbs
13.	Prepositions	Use of in, at, on; for, since, till; by, for; How Prepositions govern nouns and pronouns; Position of Preposition
14.	Conjunctions	Co-ordinating Conjunctions, Sub-ordinating Conjunctions, Correlatives
15.	Punctuation	Full stop (.); Comma (,) Semicolon (;); Colon (:); Question mark (?); Exclamation mark (!) Quotation marks; inverted commas (‘ ’); Capital letters

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16.	Types of Phrases and Clauses	Noun phrases, Adjective phrases, Adverb phrases; Main clause and Subordinate clause: Noun Clause, Adjective clause, Adverb clause
17.	Sentences: Simple, Compound & Complex	Simple sentences, Compound sentences & Complex sentences
18.	Sentence Analysis I	Simple Subjects and Predicates; Enlargement of the Subject; Extension of the Predicate
19.	Sentence Analysis II	Enlargement of the Object; The Complement; Analysis of Simple Sentences
	Revision Test 3	Chapters 12-19
20.	Comprehension	Story Comprehension, Factual Passages, Factual and Inferential Questions
21.	Summary	Introduction, specimen summaries, exercises
22.	Paragraph Writing	Introduction, format, specimen paragraphs, exercises
23.	Essay Writing	Introduction; format; specimen essays; essays on biographical experience; exercises
24.	Travelogues	Introduction, format, specimen travelogues, exercises
25.	Biographies	Introduction; specimen biographies; Autobiographies; specimen autobiographies; exercises
26.	Creative Writing	Story Writing, how to develop a story from the given outline; dialogue writing, how to develop dialogue from story; specimens; exercises
27.	Notices	Introduction; format; specimen notices; exercises
28.	Messages	Introduction; format; specimen messages; SMS, specimen SMS; exercises
29.	Reports	Introduction; features and format; specimen reports; exercises
30.	Personal Diary	Introduction; format; specimen diary entries; exercises
31.	Brochures	Introduction; specimen brochures; exercises
32.	Lists	Introduction; features and format; specimen list; exercises
33.	Letters and Emails	Formal Letters, format, specimen formal letters; Writing an Email, format, specimen emails; exercises
34.	Words	Understanding Prepositional Phrases; exercises
35.	Listen and Speak	Listening to text story/ factual information/ instructions and completing exercises, Enacting a given scene
	Listening Text	Text for listening exercises

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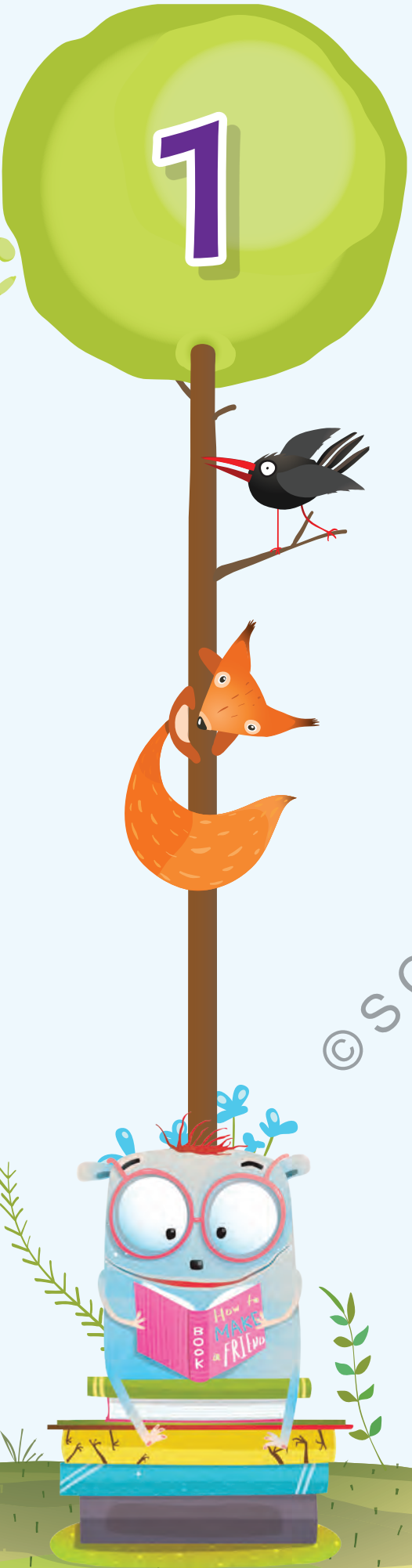

Phrases, Clauses and Sentences

Phrases

Note the groups of words below:

- in a corner
- for a while

They make sense, but not complete sense. Hence they are phrases.

Definition

A group of words, which makes sense, but not complete sense, is called a phrase.

In the following sentences, the groups of words in *italics* are phrases:

- The sun rises *in the east*.
- There came a *giant to my door*.
- It was a sunset *of great beauty*.
- The top *of the mountains was* covered with snow.
- Show me *how to do it*.

Clauses

Note the groups of words in italics in the following sentences:

- He has a chain *of gold*.
- He has a chain *which is made of gold*.

We recognize the first group of words as a phrase.

The second group of words, unlike the phrase, *of gold*, contains a subject (*which*) and a predicate (*is made of gold*). Hence it is a *clause*.

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In the following sentences, the groups of words in *italics* are clauses:

- People *who pay their debts* are trusted.
- We cannot start *while it is raining*.
- I think *that you have made a mistake*.

Definition

A group of words which forms a part of a sentence, and contains a subject and a predicate, is called a clause.

Exercise 1

Identify and write which of the following are *phrases* and which are *clauses*. One has been done for you.

1. down the road — phrase
2. a swollen leg _____
3. although they were late _____
4. between the lake and the forest _____
5. when the rain begins _____
6. the funny monkey _____
7. because it looks pretty _____
8. in the garden _____

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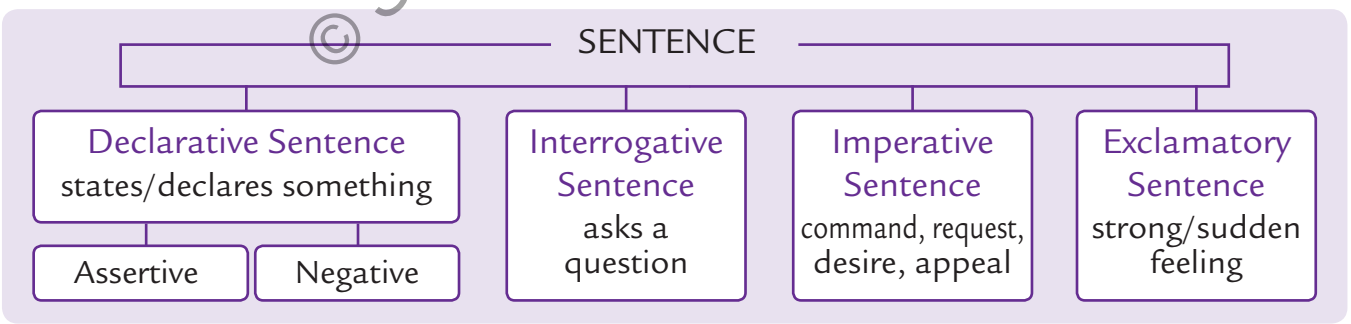
Sentences

A group of words, which makes complete sense, is called a sentence.

Kinds of Sentences

Sentences are of four kinds:



Declarative Sentence

1. Those which make *statements* as,
   - The book was on the table.
   - Lennis plays tennis every day.

A statement can be *negative* too, as;

- I am not hungry.
- They do not go to school.

Imperative Sentence

2. Those which express *commands*, *requests*, or *entreaties*; as,
   - Be quiet.
   - Have mercy upon us.

Exclamatory Sentence

3. Those which express *strong feelings*; as,
   - How cold the night is!
   - What a shame!

Interrogative Sentence

4. Those which ask *questions*; as,
   - Where do you live?
   - Have you ever seen the Qutab Minar?

Look at the examples again and note the different punctuation marks at the end of the four kinds of sentences.

Exercise 2

Classify the sentences given below and put the correct punctuation mark (*full stop*, *question mark* or *exclamation mark*) at the end of each. (Put the marks in the boxes.)

1. Open the book at page 24 ☐
2. How hot it is ☐
3. Have you ever heard about Kumbhakarna ☐
4. Turn the TV down ☐
5. What channel is the programme on ☐
6. The Moon goes round the Earth ☐
7. What a lovely garden ☐
8. Read the instructions carefully ☐
9. Can you lend me your DVD player ☐
10. I got the information from the Internet ☐
11. There is a phone message for you ☐
12. How useful the computer is ☐

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Exercise 3

Form questions for the given sentences by using the correct question words. One has been done for you.

1. I live in Raipur.
   Where do you live? _____
2. I will meet you soon.
3. I bought a gift for my brother.
4. The dog broke the vase on the side table.
5. My name is Sudhanshu.
6. I studied in Paris.

Question tags

Read the following sentences.

- You like mangoes, *don't you*?
- They are not tired, *are they*?

The above statements are followed by a question at the end in italics. These are called question tags.

If a sentence is positive, then the question tag is always negative. Similarly for a negative sentence, a positive question tag is used. A comma is used to separate the statement and the question tag.

Definition

A question tag is a grammatical structure in which a declarative or an imperative statement is turned into interrogative fragment (the "tag").

Note

Look at the sentences below:

- I'm right, *aren't I*? (Right)
- I'm right, *Amn't I*? (Wrong)

Even though *'Amn't I'*? is technically correct, note that the *amn't* doesn't exist as a contraction.

Exercise 4

Write the correct *question tags* to change the given statements to questions.

1. It is not raining, _____?
2. Meera was laughing, _____?
3. They will go to the park, _____?
4. He is very friendly, _____?
5. We cannot go to the movies, _____?
6. She is not scared of the dog, _____?
7. I am a smart girl, _____?
8. You are not a lazy boy, _____?

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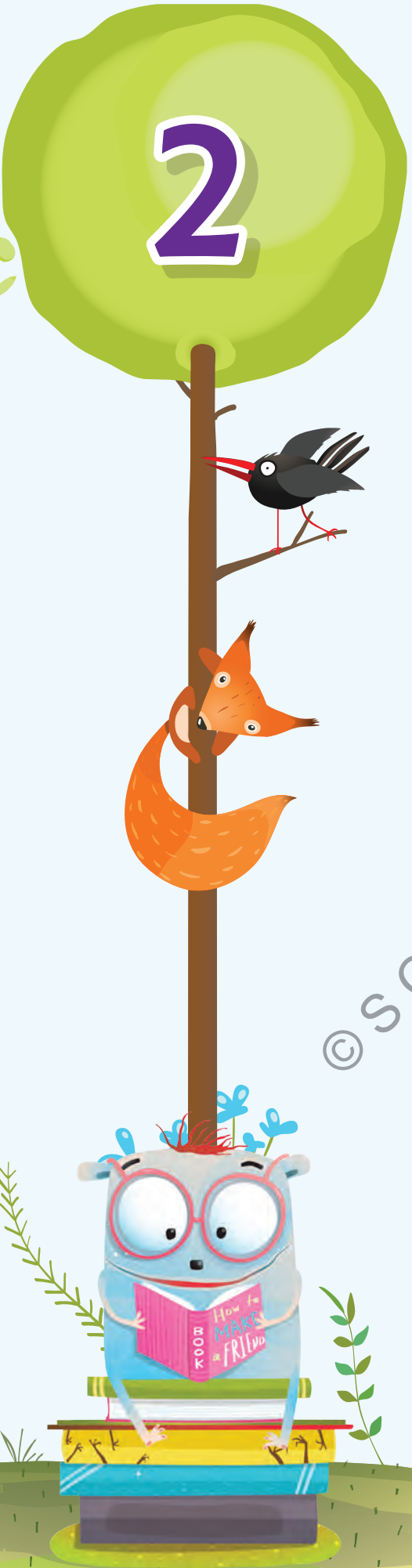
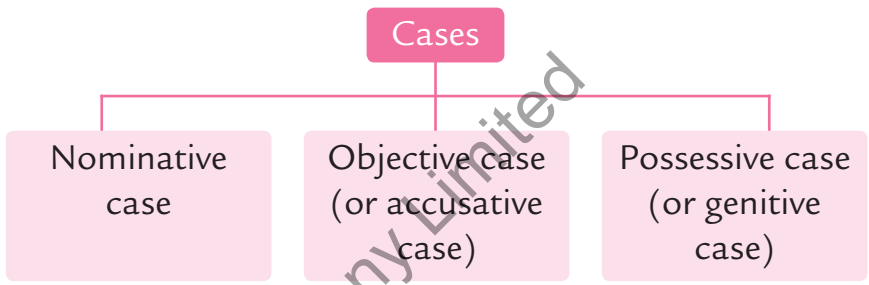


The Noun—Case

The case of a noun tells us about the position of that noun in a sentence. There are three cases.



Nominative Case

Note the sentence:

- John hit Tom.

In the above sentence, what is the relation of the noun *John* to the verb *hit*? The noun *John* stands as the subject of the verb *hit*.

When the noun *John* stands as the subject of a verb, it is said to be in the nominative case.

Definition

Any noun (or pronoun) that is the subject of a verb is said to be in the nominative case.

Some more examples:

- The Brahmin bathed. (*Who bathed? The Brahmin*)
- Krishna went to Varanasi. (*Who went? Krishna*)
- The bazaar is full of people. (*What is full? The bazaar*)
- The police arrested the thief. (*Who arrested? The police*)
- He bought a quartz watch. (*Who bought? He*)
- The pot was broken by Hari. (*What was broken? The pot*)

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Objective Case

Note the sentence below:

- Tom hit John.

What is the relation of the noun *John* with the verb *hit*? The noun *John* stands as the object of the verb *hit*.

When the noun *John* stands as the object of a verb, it is said to be in the objective case.

Definition

Any noun (or pronoun) that is the object of a verb is said to be in the objective case.

Some more examples:

- The police arrested the thief. (*Whom* did the police arrest?—The *thief*)
- He bought a digital watch. (*What* did he buy?—A *digital watch*)
- Hari struck Rama. (*Whom* did Hari strike?—*Rama*)
- He teaches me. (*Whom* does he teach?—*Me*)
- He threw a stone. (*What* did he throw?—A *stone*)

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Exercise 1

In each of the following sentences, underline the nouns in the *nominative case*.

1. The foolish old crow tried to sing.
2. Few cats like cold water.
3. Zeba married Aamir.
4. Mr. Ghosh is travelling to the North.
5. My uncle lives in the next house.
6. Rashmi lost her ring.
7. The lazy boy was punished.
8. Kolkata stands on the banks of the Hooghli.

Exercise 2

Underline the nouns in the *objective case* in the following sentences.

1. Putli found a ring.
2. The mongoose eats snakes.
3. Snakes fear the mongoose.
4. Sir Ralph the Rover tore his hair.
5. Aladdin had a wonderful lamp.
6. I met a little cottage girl.
7. The village master taught in the little school.
8. Do you know the way to the church?

Subject pronoun and Object pronoun

Now note the following sentences:

- He struck me.
- I struck him.

Here, the nominative and objective cases of pronouns *change forms*. The pronoun in nominative case is called subject pronoun. The pronoun in objective case is called object pronoun.

Definition

Pronouns that perform the action in a sentence are called subject pronouns . They are *I*, *you*, *he*, *she*, *we*, *they*, and *who*.

Pronouns that receive the action in a sentence are called object pronouns. They are *me*, *you*, *him*, *her*, *us*, *them*, and *whom*.

Note

Nouns and pronouns following prepositions are also in the objective case.

Examples:

- The dog ran across the road.
- He arrived before me.

Subject (nominative case)	Object (objective case)
I	me
you	you
he she it	him her it
we	us
you	you
they	them

Possessive case

Look at the following sentences:

- This is *Rama's* book.
- Is that your *brother's* bat?
- My *uncle's* house is a long way from here.

In each of these sentences, the italicized noun possesses something.

Each of the nouns, *Rama's, brother's, uncle's,* is in the possessive case.

The possessive case is sometimes called the genetive case.

A noun in the possessive case answers the question, *whose*?

- *Whose* book is this? — *Rama's*

In the above sentences, the nouns in the possessive case are in the singular number, so the possessive case is formed *by adding an apostrophe* (') and an *s*.

Possessive case of plural nouns

Note the following sentences:

- Many *boys'* books are lost.
- All these *horses'* feet are shod.
- We saw rows of *soldiers'* tents.

Definition

A noun (or pronoun) used to *show possession* is said to be in the possessive case.

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As you see, the nouns in the possessive case here are in the plural number. As the plural nouns themselves end in *s*, only the apostrophe (') is used, and not another *s*.

Note these sentences:

- *Men's* lives are short.
- The *children's* toys are broken.
- These *oxen's* humps are large.

In these sentences, the nouns in the possessive case are in the plural number but *do not end in s*. Therefore the apostrophe (') and *s* are used (as in the singular form).

Possessive case of non-living things

The possessive case is chiefly used when the noun denotes some *living thing*. Thus we say, children's toys; horses' feet; Mary's book.

When the noun denotes anything *without life*, possession is generally expressed by the preposition *of*, followed by the noun in the objective case.

Examples:

- The leg of the table (*not*, the table's leg.)
- The cover of the book (*not*, the book's cover.)

But the Possessive Case is used with nouns denoting *time*, *space*, or *weight*; as,
A *day's* march; a *week's* holiday; a *metre's* length; a *kilo's* weight.

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Exercise 3

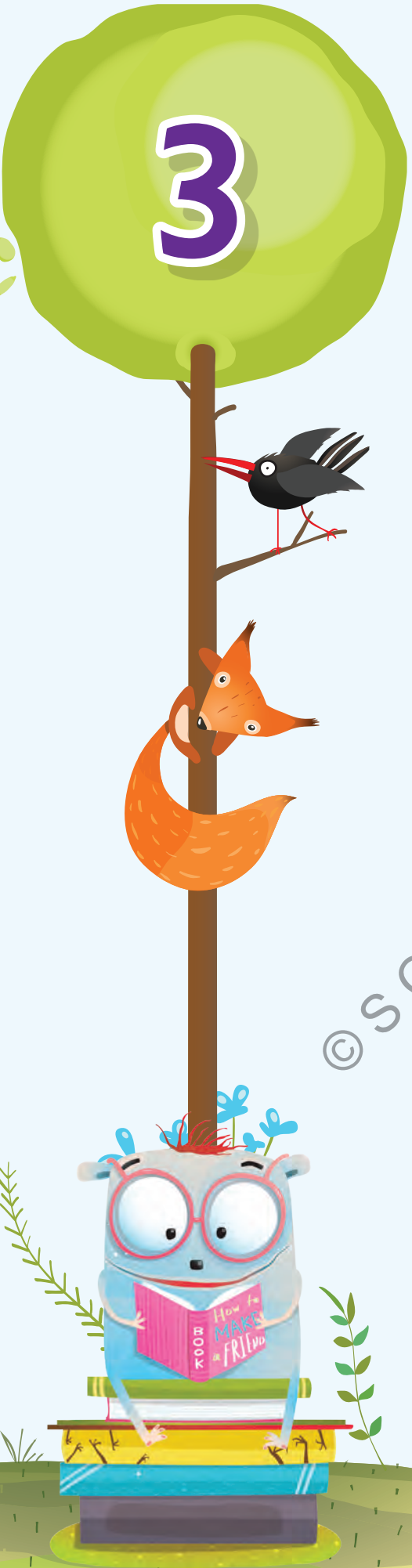
Underline the nouns in the *possessive case* in the following sentence

1. Tom attends a boys' school.
2. The children's clothes are new.
3. The ladies' sarees were beautiful.
4. The children found a bird's nest.
5. The girl's voice is sweet.

Exercise 4

Complete the phrases using the preposition *of* to show possession.

1. The colour _____ (lights)
2. The honour _____ (country)
3. The length _____ (mattress)
4. The effectiveness _____ (delivery)
5. The Metropolitan museum _____ (New York)



Adjectives

Read the following sentences:

- Sita is a *clever* girl. (Girl of *what kind*?)
- I don't like *that* boy. (*Which* boy?)
- He gave me *five* mangoes. (*How many* mangoes?)
- There is *little* time for preparation. (*How much* time?)

In sentence 1, 'clever' *describes* the girl Sita.

In sentence 2, 'that' *points out* the boy.

In sentence 3, 'five' shows *the number of* mangoes.

In sentence 4, 'little' shows the *amount of time*.

Definition

A word used with a noun to *describe*, or *point out*, the person, animal, place or thing which the noun names, or to tell the *number* or *quantity*, is called an adjective.

So we may define an adjective as a word used with a noun to *add something to its meaning*.

Look at the following sentences:

- The *lazy* boy was punished.
- The boy is *lazy*.

In sentence 1, the adjective *lazy* is used along with the noun *boy* as an *epithet* or *attribute*. It is therefore said to be used attributively.

In sentence 2, the adjective *lazy* is used along with the verb *is*, and forms part of the predicate. It is therefore said to be used predicatively.

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Some adjectives can be used only predicatively; as,

- She is *afraid* of ghosts.
- I am quite *well*.

Kinds of Adjectives

Adjectives may be divided into the following classes:

Adjectives of quality (or descriptive adjectives) show the kind or quality of a person or thing; as,

- Ravi is an *honest* man.
- Kolkata is a *large* city.

Adjectives formed from proper nouns (e.g., *French* wines, *Turkish* tobacco, *Indian* tea, etc.) are sometimes called proper adjectives. They are generally classed with adjectives of quality.)

Adjectives of quality answer the question: *What kind of*?

Adjectives of quantity specify the amount of things; as,

- I ate *some* rice.
- He showed *much* patience.
- We have had *enough* exercise.
- You have *no* sense.

Kinds of adjective	Examples
1. Adjective of quality	beautiful, nice, kind, old
2. Adjective of quantity	few, many, much, little
3. Adjective of number	one, two, three, hundred, thousand
4. Demonstrative Adjective	this, that, these, those, etc.
5. Possessive Adjective	my, his, her, its, your, our, etc.
6. Indefinite Adjective	any, many, some, several, etc.
7. Interrogative Adjective	which, what, whose, etc.
8. Distributive Adjectives	each, every

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Adjectives of quantity answer the question: *How much*?

Adjectives of number (or numeral adjectives) specify the number of persons or things, or *in what order* a person or thing stands; as,

- The hand has *five* fingers.
- *Few* cats like cold water.

Adjectives of number (or numeral adjectives) are of three kinds:

1. Definite numeral adjectives, which denote an *exact* number; as
   - *One*, *two*, *three*, etc. These are called cardinals.
   - *First*, *second*, *third*, etc. These are called ordinals.

   A cardinal denotes *how many*, and an ordinal denotes the *order* of the things in a series.

2. Indefinite numeral adjectives, which do not denote an exact number; as,
   all, *no*, *many*, *few*, *some*, *any*, *certain*, *several*.

3. Distributive numeral adjectives, which refer to each one of a number; as,
   - *Each* boy must take his turn.
   - *Every* word of it is false.
   - *Either* pen will do.
   - *Neither* accusation is true.

   The same adjective may be classed as of quantity or number, according to its use.

Adjectives of Quantity	Adjectives of Number
I ate *some* rice.	*Some* boys are clever.
He has lost *all* his wealth.	*All* men must die.

Demonstrative adjectives *point out* the persons or things meant; as,

- *This* boy is stronger than Hari.
- *That* boy is industrious.
- *These* mangoes are sour.
- *Those* criminals must be punished.

Demonstrative adjectives answer the question: *Which*?

What, *which*, and *whose* when they are used with nouns to ask questions are called Interrogative adjectives; as,

- *What* manner of man is he?
- *Which* way shall we go?
- *Whose* book is this?

Note

It will be noticed that *this* and *that* are used with singular nouns; *these* and *those* with plural nouns.

Note

It will be noticed that *what* is used in a general sense, and *which* in a selective sense.

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Exercise 1

Underline all the *adjectives* in the following sentences, and say to which class each of them belongs.

1. The ship sustained heavy damage.
2. Every dog has his day.
3. A live ass is better than a dead lion.
4. Neither party is quite in the right.
5. What time is it?
6. Which pen do you prefer?
7. Abdul won the second prize.
8. My uncle lives in the next house.
9. Some dreams are like reality.
10. There is much talk and little work.

As already pointed out *this* and *that* are the only adjectives which are inflected or changed in form to show number.

- *This* girl sings. *These* girls sing.
- *That* boy plays *Those* boys play.

This, *these* indicate something near to the speaker.

That, *those* indicate more distant objects.

Formation of Adjectives

1. Many adjectives are formed from nouns.

Noun	Adjective	Noun	Adjective
boy	boyish	dirt	dirty
care	careful	pardon	pardonable
trouble	troublesome	courage	courageous
shame	shameless	man	manly
silk	silken	gift	gifted

2. Some adjectives are formed from verbs.

Verb	Adjective	Verb	Adjective
tire	tireless	cease	ceaseless
talk	talkative	move	moveable

3. Some adjectives are formed from other adjectives.

tragic	tragical	black	blackish
whole	wholesome	white	whitish
three	threefold	sick	sickly

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More About Adjectives

Adjectives without Nouns

We can use *the* + adjective (without a noun) to refer to some groups of people in the society.

The *young* should listen to the *old*. (*The young* = young people; *the old* = old people)

Further examples:

the *rich*, the *poor*, the *sick*, the *blind*, the *unemployed*

Order of adjectives

When two or more adjectives come before a noun, they are usually put in the following order:

opinion + size + age + shape + colour + origin/place + material + purpose

Examples:

- an *interesting old* man (opinion + age)
- a *small Japanese* TV (size + origin)
- an *attractive tall* building (opinion + size)
- a *green plastic* bag (colour + material)
- *nice white cotton* clothes (opinion + colour + material)
- a *round wooden dining* table (shape + material + purpose)

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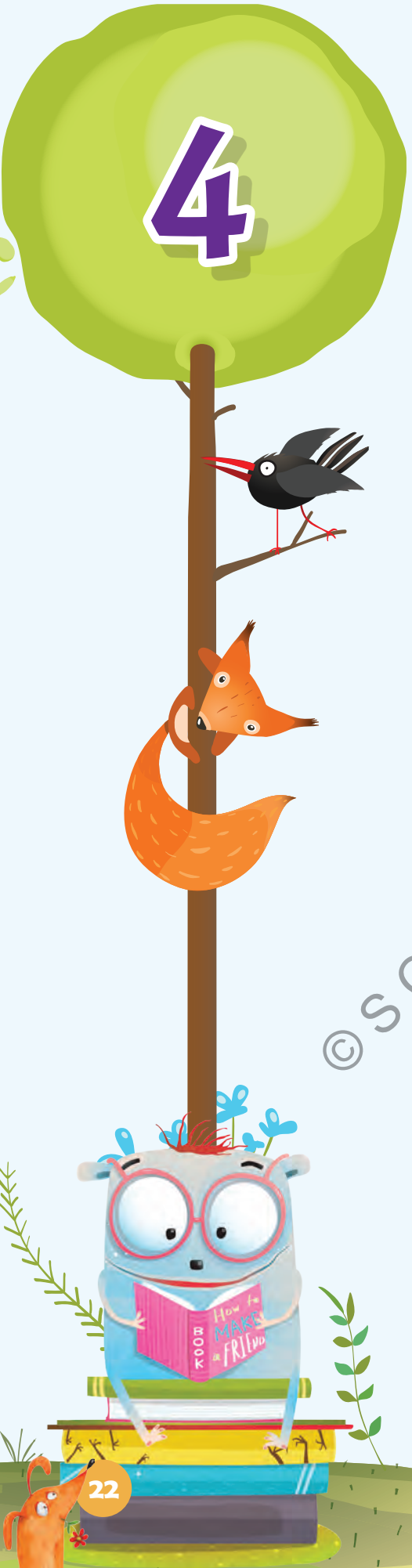
Exercise 2

Put the adjectives in brackets in the correct order.

1. a (young, strange) girl _____
2. (old, funny) buildings _____
3. a (new, nice, blue) sari _____
4. a (young, American, tall) tourist _____
5. (leather, old, brown) shoes _____
6. (nylon, swimming, black) trunks _____
7. We wanted (metal, a, grey) table. _____
8. She wore an (amazing, green, silk,) dress. _____



Articles

A, *an*, and *the* are called articles.

As a general rule, we use *the* when it is clear from the context which person or thing we mean; we use *a*/*an* when we do not refer to any particular person or thing.

Examples:

- Here is *an* elephant.
- I like *the* book you gave me.

Definition

A or *an* is called the indefinite article, because it leaves *indefinite* the person or thing spoken of; as,

a doctor; i.e., *any* doctor.

Definition

The is called the definite article, because it points out some *particular* person or thing; as,

He saw *the* doctor; meaning some *particular* doctor.

Indefinite Article: A or An

Use of *a* and *an* depends upon the *sound* of the word it precedes. Before a word beginning with a vowel sound *an* is used; as,

- *an* ass
- *an* enemy
- *an* inkpad
- *an* orange
- *an* umbrella

The article *a* is used before a word beginning with a consonant sound; as,

- *a* car
- *a* jug
- *a* pen
- *a* book

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It will be noticed that *a* is used before words like

- *a* university, *a* union, *a* European, *a* ewe, *a* unicorn, *a* useful article.

This is because these words (*university*, *union*, etc.) begin with a consonant sound of *yu*.

Similarly we say,

- *a* one-rupee coin, such *a* one, *a* one-eyed man, because *one* begins with the consonant sound of *w*.

It will also be noticed that *an* is often used before the words beginning with *h*; as,

- *an* honourable position, *an* honest man. This is because *h* is silent in these words.

Use of the Definite Article: The

The definite article *the* is used —

1. When we speak of a *particular* person or thing, or one *already referred to*; as,
   - Let's go to *the park*. (the park we usually go to)
   - *The book* you want is out of print.
   - I dislike *the fellow*.
2. When a *singular* noun is meant to represent a whole class; as,
   - *The* cow is a useful animal. (Or we may say, 'Cows are useful animals'.)
   - *The* banyan is a kind of fig tree. (Do not say, 'a kind of a fig tree'. This is a common error.)
3. With names of gulfs, rivers, seas, oceans, groups of islands, and mountain-ranges; as,
   - *The* Persian Gulf.
   - *The* Ganga is considered holy by the Hindus.
   - *The* Red Sea. *The* Indian Ocean.
   - *The* British Isles, *the* Andamans.
   - *The* Himalayas lie to the North of India.
     The Alps.
4. Before the names of books; as,
   - *the* Vedas, *the* Puranas, *the* Iliad, *the* Ramayana.

   But we say —
   - Homer's Iliad, Valmiki's Ramayana.
5. Before common nouns which are names of things unique of their kind; as,
   - *the* sun, *the* moon, *the* sky, *the* earth.

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6. Before a proper noun only when it is qualified by an adjective or a defining adjectival clause; as,
   - *The* great Caesar; *the* immortal Shakespeare.
   - *The* Mr Roy whom you met last night is my uncle.
7. With superlatives; as,
   - *The* darkest cloud has a silver lining.
   - He is *the* best boy in the class.
8. Before an adjective when the noun is understood; as,
   - *The* poor are always with us.

Use of the Indefinite Article: A/An

The indefinite article is used —

1. In its original numerical sense of *one*; as,
   - Wait *a* minute.
   - *A* bird in the hand is worth two in the bush.
2. In the vague sense of *a certain*; as,
   - One evening *a* beggar came to my door.
3. In the sense of *any*, to single out an individual as the representative of a class; as,
   - *A* pupil should obey his teacher.
4. To describe somebody or something or to say what somebody's job is; as,
   - He is *a* clever boy.
   - This is *a* useful book.
   - My aunt is *a* doctor.
5. To make a common noun a proper noun; as,
   - *A* Daniel come to judgment. (A Daniel= a very wise man.)

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Omission of the Article

The Article is omitted —

1. Before names of substances and abstract nouns (uncountable nouns) used in a general sense; as,
   - *Sugar* is bad for your teeth.
   - *Gold* is a precious metal.
   - *Wisdom* is the gift of heaven.
   - *Honesty* is the best policy.

Note

Uncountable nouns take *the* when used in a particular sense; as

- Will you pass me *the sugar*? (the sugar on the table)
- I question *the wisdom* of giving *the* child so much money.

2. Before plural countable nouns used in a general sense; as,
   - *Children* like chocolates.
   - *Computers* save time.

   Note that such nouns take *the* when used with a particular meaning; as,
   - Where are *the children*? (= our children)
3. Before names of meals (used in a general sense); as,
   - *Dinner* is ready.
   - What time do you have *lunch*?
4. Before names of languages; as,
   - We are learning *English*.
   - I know *Tamil*.
5. Before *school*, *college*, *church*, *hospital*, *prison* and *bed* when we think about the main purpose of the place; as,
   - He goes to *school* regularly. (to study)
   - We go to *church* on Sundays. (to pray)
   - She has gone to *hospital*. (for treatment)
   - He was sent to *prison* for theft. (as a punishment)
   - What time do you go to *bed*? (to sleep)

Note

The is used before these words when we use the places for any other purpose or in any other way; as,

The *School* is near my house.

I went to *the hospital* to see my uncle.

The *bed* is broken.

6. Before most proper nouns (except those referred to earlier), namely, names of people (e.g. Abdul, Radha), names of continents, countries, cities, etc. (e.g. Europe, Sri Lanka, Mumbai), names of individual mountains (e.g. Mount Everest), individual islands, lakes, etc.
7. In certain phrases consisting of a transitive verb followed by its object; as, to catch fire, to take breath, to give battle, to cast anchor, to send word, to bring word, to lay seige, to set sail, to lose heart, to set foot, to leave home, to take offence.
8. In certain phrases consisting of a preposition followed by its object; as, at home, in hand, in debt, by day, by night, at daybreak, at sunrise, at noon, at sunset, at night, at anchor, at sight, on demand, at interest, on earth, by land, by water, by river, by train, by steamer, by name, on horseback, on foot, on deck, in jest, in town, at dinner, at ease.

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Exercise 1

Fill in the blanks with *a*, *an* or *the* as may be suitable.

1. Copper is _____ useful metal.
2. He is not _____ honourable man.
3. Honest men speak _____ truth.
4. Do you see _____ blue sky?
5. Benares is _____ holy city.
6. He returned after _____ hour.
7. _____ school will shortly close for the Puja holidays.
8. Yesterday _____ European called at my office.
9. The guide knows _____ way.
10. Sri Lanka is _____ island.

Exercise 2

A. Insert *articles* where necessary.

1. While there is life there is hope.
2. Sun rises in east.
3. The brave soldier lost arm in battle.
4. The doctor says it is hopeless case.
5. I like to live in open air.
6. Get pound of sugar from nearest grocer.
7. Set back clock; it is hour too fast.
8. You must take care.

B. Compare your answers with another student's and discuss the differences in the answers if any. Decide which answers are correct before your teacher checks them.

Repetition of the Article

1. When two or more descriptive adjectives qualifying the *same* noun are connected by *and*, the article is used before *the first adjective* only; as,
   - Here is *a* French and English dictionary. (one dictionary.)
   - *The* red and white rose. (one rose.)

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2. When two or more adjectives qualify different nouns, expressed or understood, the article is used before each adjective; as,
   - *The* inner and *the* outer walls were both strongly defended.
   - *The* red and *the* white rose. (Two roses, the one red and the other white.)
   - *The* French and *the* English language.
3. When two or more connected nouns refer to the *same* person or thing, *the article is ordinarily used before* the first only; as,
   - They dismissed the secretary and accountant. (Same person holding two offices.)
4. When two or more connected nouns refer to *different* persons or things, the article is used before *each*; as
   - They dismissed *the* secretary and *the* accountant.
   - *The* teacher and *the* guardian of the boy were discussing his case.

   However, there are exceptions; as,
   - He bent over *the* child and mother.
5. In expressing a comparison, if two nouns refer to the *same* person or thing, the article is used before *the first noun only*; as,
   - Wellington was *a* greater soldier than statesman.

   But if the two nouns refer to *different* persons or things, the article must be used with *each noun*; as
   - He is *a* better soldier than *a* statesman (*i.e.*, than a statesman would make).

Note

The repetition is not considered to be necessary when the noun is put in the plural; as,
- The first and second chapters.
- The French and English languages.

Note

The second article is often dropped even where the reference is to different individuals or things, provided the thought would not in any way be impaired; as,
- Until we receive the early and later rain.

Note

Sometimes, however, the article is repeated for emphasis even when the reference is to one person; as,
- He was *the* orator and *the* statesman of his age.

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5 Pronouns

We may say:

- Tina is absent, because *Tina* is ill.

But it is better to avoid the repetition of the noun *Tina*, and say—

- Tina is absent, because *she* is ill.

A word that is thus used *instead of a noun* is called a pronoun.

Definition

A pronoun is a word used instead of a noun.

There are different kinds of pronouns. Look at the table given below.

Personal	me, you, she, he, it, we, us...
Possessive	mine, yours, hers, his, theirs...
Relfexive, Emphatic	myself, yourself, herself...
Relative	who, whom, whose, which, what
Interrogative	who, whom, whose, which, what
Demonstrative	this, that, these, those
Indefinite	all, another, any, everyone, none, some...
Distributive	each, either, neither

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Personal Pronouns

Read the following sentences:

- *I* am young. *We* are young.
- *You* are young. *You* are young.
- *He* (*she*, *it*) is young. *They* are young.

The pronouns *I* and *we* which denote the person or people *speaking* are said to be personal pronouns of the first person.

The pronoun *you* which denotes the person or people *spoken to* is said to be a personal pronoun of the second person.

The pronouns *he, she* and *they* which denote the person or people *spoken about* are said to be personal pronouns of the third person. *It*, although it denotes the thing spoken about is also called a personal pronoun of the third person.

Definition

I, *we*, *you*, *he*, *she*, *it*, *they* are called personal pronouns because they stand for the three persons, (i) the person *speaking*, (ii) the person *spoken to*, and (iii) the person *spoken about*.

Note

You is used both in the singular and plural.

Possessive pronouns

Possessive pronouns show that something belongs to someone. The possessive pronouns are *mine*, *ours*, *yours*, *his*, *hers* and *theirs*.

Examples:

- This book is *mine*. Those books are *yours*.
- That books is *hers*.
  That idea of *yours* is excellent.

Definition

A pronoun such as *mine*, *yours*, or *theirs* which is used to refer to the thing of a particular kind that belongs to someone is a possessive noun.

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Exercise 1

Complete the sentences with the correct form of *pronouns*.

1. Rama and _____ were present. (I, me.)
2. You are smaller than _____. (he, him.)
3. I know that it was _____. (she, her.)
4. He is taller than _____. (I, me.)
5. Let you and _____ try what we can do. (I, me.)

6. You know that as well as _____. (I, me.)
7. We are not so poor as _____. (they, them.)
8. Rama is as old as _____. (I, me.)
9. He is known to my brother and _____. (I, me.)
10. They are far better singers than _____. (we, us.)
11. Whom can I trust, if not _____? (he, him.)
12. Let _____ who can answer this question. (he, him.)

Reflexive Pronouns

When *-self* is added to *my*, *your*, *him*, *her*, *it*, and *-selves* to *our*, *your*, *them*, we get what are called compound personal pronouns.

They are called reflexive pronouns when the action done by the subject turns back (*reflects*) upon the subject; as,

- I hurt *myself*
- You will hurt *yourself*.
- He hurt *himself*.
- She hurt *herself*.
- The dog hurt *itself*.

We hurt *ourselves*.
You will hurt *yourself*.
They hurt *themselves*.

It will be noticed that each of these reflexive pronouns is used as the *object* of a verb, and refers to the same person or thing as that denoted by the subject of the verb.

Definition

A reflexive pronoun is a pronoun such as *myself*, *yourself*, *herself*, which refers back to the subject of a sentence or clause.

Note

Emphasizing pronouns cannot stand alone as subjects. It is therefore incorrect to say —

Wrong : *Myself* saw him do it.

Right : I *myself* saw him do it.

Emphatic Pronouns

Now look at the following sentences:

- I will do it *myself*.
- I *myself* saw him do it.
- You *yourself* can best explain.
- She *herself* says so.
- I was told so by the teacher *himself*.
- The town *itself* is not very large.
- They *themselves* admitted their guilt.

Definition

Personal pronouns, *myself*, *yourself*, *herself*, that are used for the sake of *emphasis* are called emphatic (or emphasizing) pronouns.

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Exercise 2

Underline the pronouns in the following sentences. Then write R for reflexive pronouns and E for emphatic pronouns.

1. The dog choked itself. _____
2. We seldom see ourselves as others see us. _____
3. A house divided against itself cannot stand. _____
4. Xerxes himself was the last to cross the Hellespont. _____
5. I myself heard his remarks. _____
6. He himself said so. _____

Demonstrative Pronouns

Note the following sentences:

- *This* is a present from my uncle.
- *These* are merely excuses.
- Both the cars are costly; but *this* is better than *that*.
- Mumbai mangoes are better than *those* of Bangalore.
- Make haste, *that's* a good boy. (Here *that*= one who makes haste.)
- There is no period in ancient Indian history so glorious as *that* of the Guptas. (Do not write, 'as the Guptas'.)
- I may have offended, but *such* was not my intention.

It will be noticed that the pronouns in italics are used to *point out* the objects to which they refer, and are therefore called demonstrative pronouns. (Latin *demonstrare*, which means, 'to show clearly')

Definition

This, *that*, etc., are called demonstrative adjectives when they are used with nouns; as,

- What was *that* noise?
- *This* horse is better than *that* horse.
- All *such* people ought to be avoided.

This refers to what is close at hand, and nearest to the thought or person of the speaker; *that* refers to what is 'over there,' farther away, and more remote.

- *This* is better than *that*.

That, with its plural *those*, is used to avoid the repetition of a preceding noun; as,

- The climate of Belgaum is like *that* of Pune.
- The rivers of America are larger than *those* of Europe.

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Indefinite Pronouns

Consider the following sentences. All these pronouns in italics refer to people or things in a general way.

- *One* hardly knows what to do.
- *One* cannot be too careful about what *one* (not, *he*) says.
- *One* cannot be too careful of *one's* (not, *his*) good name.
- *One* must use *one's* best efforts if *one* wishes to succeed.
- *None* of his poems are well known.
- *None* but fools have ever believed it.
- *They* (people in general) say he has lost heavily.
- *All* were drowned. *Some* are born great.
- *Somebody* has stolen my watch.
- *Nobody* was there to rescue the child.
- *Few* escaped unhurt.
- *Many* of them were Gurkhas.
- We did not see *any* of them again.
- *One* or *other* of us will be there.
- Do good to *others*. Did you ask *anybody* to come?
- What is *everybody's* business is *nobody's* business.
- His words are in *everyone's* mouth.

In referring to *anybody*, *everybody*, *everyone*, *anyone*, *each*, etc., the pronoun *he* or *she* is used according to the context; as,

- I shall be glad to help *everyone* of my boys in his studies.

When the sex is not determined, we can use the pronoun of the *masculine* gender, as there is no singular pronoun of the third person to represent both male and female.

- If *anybody* knows the truth, let *him* tell it.
- *Everybody* is discontented with *his* lot in life.
- *Everyone* likes to have *his* way.
- *Anyone* can do this if *he* tries.
- *Each* must do *his* best.

Note

None is a shortened form of *not one*; yet it is commonly used with plural verbs.

Definition

Pronouns that refer to people or things in a *general* way, but do not refer to any person or thing in particular are called indefinite pronouns.

Note

The indefinite pronoun *one* should be used throughout, if used at all. Most of these words may also be used as adjectives.

- I will take you there *one* day.
- *Any* fool can do that.
- He is a man of *few* words.
- *Some* milk was spilt.

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Distributive Pronouns

Consider the following sentences:

- *Each* of the men was paid Rs 50.
- *Either* of the two roads leads to the railway-station.
- *Neither* of the accusations is true.

Definition

Pronouns like *each*, *either*, *neither* that consider members of a group separately, rather than collectively are called distributive pronouns.

Each, *either*, *neither* refer to people or things *one at a time*.

Either and *neither* should be used only in speaking about *two* people or things. When more than two are spoken about, *anyone* should be used; as,

- Has *anyone* of you a blue pencil?
- She was taller than *anyone* (not, *either*) of her five sisters.

In the following sentences, *each*, *either* and *neither* are used as adjectives; they are followed by nouns of the *singular* number:

- *Each* boy took his turn. *Neither* accusation is true.
- At *either* end was a marble statue. (Here *either= each* or *both*.)

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Exercise 3

Read the following sentences and say whether the italicized pronouns are *demonstrative*, *indefinite* or *distributive*.

1. *None* of his movies were superhits. _____
2. *That* is the India Gate. _____
3. *That* book is yours. _____
4. *One* must not always praise oneself. _____
5. *Some* are born great. _____
6. *Either* of you can go. _____
7. These cows cost ten thousand rupees *each*. _____
8. The two women hate *each other*. _____
9. The stranger is welcomed *as such*. _____
10. Our soldier were better drilled than *those* of enemies. _____

Relative Pronouns

Read the following pairs of sentences:

- I met Ron. Ron had just returned.
- I have found the pen. I lost the pen.
- Here is the book. You lent me the book.

Let us now combine each of the above pairs into one sentence.

Thus:

- I met Ron *who* had just returned.
- I have found the pen *which* I lost.
- Here is the book *that* you lent me.

Now let us examine the work done by each of the words *who*, *which* and *that*.

The word *who* is used instead of the noun *Ron*. It therefore does the work of a pronoun though it also works as a conjunction. Such a pronoun is known as a relative pronoun.

Definition

A pronoun is called a relative pronoun when it *refers* or *relates* (*i.e.*, carries us back) to some noun going before. This noun is called its antecedent work is always complete.

Forms of the Relative Pronouns

The relative pronoun *who* has different forms for accusative and possessive cases:

Case	Singular and Plural
Nominative	who
Possessive	whose
Accusative	whom

Examples:

- This is the boy (or girl) *who* works hard.
- This is the boy (or girl) *whose* exercise is done well.
- This is the boy (or girl) *whom* all praise.
- These are the boys (or girls) *who* work hard.
- These are the boys (or girls) *whose* work is always complete.
- These are the boys (or girls) *whom* all praise.

It will be noticed that the forms are the same for singular and plural, masculine and feminine.

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Be careful to use *who* (Nominative) and *whom* (Accusative) correctly.

Examples:

- *Who* (not, *whom*) they were I really cannot specify.
- He was the man *who* (not, *whom*) they determined should be the next mayor.
- One evening of each week was set apart by him for the reception of *whosoever* (not, *whomsoever*) chose to visit him.
- The student, *whom* (not, *who*) you thought so highly of, has failed to win the first prize.

Note

In present-day English, the relative pronoun *who* is often used instead of *whom*. *Who* can be used in the accusative case, except in a very formal style.

The relative pronoun *which* has the same form for the nominative and accusative cases.

Examples:

- This is the house *which* belongs to my uncle.
- This house *which* my uncle built cost him Rs. 400000.

The relative pronoun *which* has no possessive case, but *whose* is sometimes used as a substitute for 'of which'; as,

- A triangle *whose* three sides are equal is called an equilateral triangle.

The relative pronoun *that* has the same form in the singular and plural, and in the nominative and accusative. It has no possessive case.

Examples:

- He *that* is content is rich.
- They *that* touch pitch will be defiled.
- Take anything *that* you like.

The relative pronoun *what* is used only in the singular, and has the same form in the nominative and accusative.

Examples:

- *What* has happened is not clear.
- I say *what* I mean.
- He failed in *what* he attempted.

Use of Relative Pronouns

As a general rule, *who* is used for *people* only. It may refer to a singular or a plural noun.

Examples:

- The man *who* is honest is trusted.
- They never fail *who* die in a great cause.

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Whose (the possessive form of *who*) is used in speaking of *persons*, but sometimes of things without life.

Examples:

- The sun, *whose* rays give life to the earth, is regarded by some people as a god.
- This is the question *whose* solution has baffled philosophers of all ages.
  (More properly, 'This is the question the solution *of which* has baffled philosophers of all ages'.)

Which is used for *things without life* and for *animals*. It may refer to a singular or a plural noun.

Examples:

- The moment *which* is lost is lost for ever.
- The dog *which* I recently bought is an Alsatian.

(*Which* was formerly used to refer to people; as, Our Father, which art in heaven.)

Which may also refer to a sentence.

Examples:

- The man was said to be drunk, *which* was not the case.
- He said he saw me there, *which* was a lie.

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Note

The relative pronouns *who* and *which* can be used —

1. To restrict, limit, or define more clearly the antecedent; that is, where the clause introduced by a relative pronoun is restrictive or defining; as,
   - The man *who* had cheated me was yesterday arrested by the police.
   - This book *which* you see on the table cost me two rupees.
2. To give some additional information about the antecedent; that is, where the clause introduced by a relative pronoun is continuative or nondefining; as,
   - The teacher sent for the boy, *who* (= and he) came at once.
   - I gave him a rupee, *which* (= and it) was all I had with me.
     (In this use of the relative, a comma must be placed after the antecedent.)

That is used for *people* and *things*. It may refer to a singular or a plural noun.

That has no genitive case and it is never used with a preposition preceding.

Examples:

- This is the boy *that* I told you of.
- I know the house *that* he lives in.

- Uneasy lies the head *that* wears a crown.
- Happy is the man *that* findeth wisdom.
- The crowd *that* gathered cheered him to the echo.
- My sister *that* is in Delhi sent me a present. (Which one of my several sisters?)

It will be noticed that the relative pronoun *that* is used only in relative clauses that restrict, limit, or define the antecedent; in other words the relative pronoun *that* has a restrictive force.

As the relative pronoun *that* has a restrictive force it sometimes becomes unsuitable as the substitute for *who* or *which*. Thus I cannot say —

- My father *that* is a schoolmaster is fifty years old.

I must say —

- My father, *who* is a schoolmaster, is fifty years old.

But if I happen to have more than one sister, I can say —

- My sister *that* has been adopted by my uncle is ill.

The relative pronoun *that* is used in preference to *who* or *which* —

1. After adjectives in the superlative degree; as,
   - He was the most eloquent speaker *that* I ever heard.
   - The wisest man *that* ever lived made mistakes.
2. After the words, *all*, *same*, *nothing*, (*the*) *only*; as,
   - All is not gold *that* glitters.
   - He is the same man *that* he has been.
   - It was not for nothing *that* he studied philosophy.
   - Man is the only animal *that* can talk.
3. After the interrogative pronouns *who*, *what*; as,
   - Who am I *that* I should object?
   - What is it *that* troubles you so much?
4. After two antecedents, one denoting a *person* and the other denoting an *animal* or a *thing*; as,
   - The boy and his dog *that* had trespassed on the club premises were turned out.

What refers to *things* only. It is used without an antecedent expressed, and is equivalent to *that which* (or the *thing which*).

- *What* (= that which) cannot be cured must be endured.
- I say *what* (= that which) I mean.

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- *What* is one man's meat is another man's poison.
- *What* I have written, I have written.

It will be noticed that *what* is used in the nominative and accusative singular only.

In older English the word *as* was used as a relative pronoun after *such*; as,

- His answer was *such as* I expected him to give.

Omission of the Relative Pronoun

The relative pronoun is generally omitted when it would be in the accusative case; as,

- Few and short were the prayers ^ we said.
- Men must reap the things ^ they sow.

In the following examples from poetry a relative pronoun in the nominative case is omitted:

- 'Tis distance ^ lends enchantment to the view.'
- 'I have a brother ^ is condemned to die.'

Note

The omission of a relative pronoun in the nominative case is now quite exceptional except in colloquial speech.

There's somebody at the door ^ wants to see you.

Omission of the Antecedent

Sometimes the antecedent of a relative pronoun was left out; as,

- *Who* works not shall not eat.
  This means (He) who works not shall not eat.
- *Whom* the gods love, die young.
  This means (Those) whom the gods love die young.

Agreement of the Relative Pronoun and its Antecedent

When the subject of a verb is a relative pronoun, care should be taken to see that the verb agrees in *number* and *person* with the antecedent of the relative pronoun; as,

- This is one of the most interesting novels that *have* (not, *has*) appeared this year.
- He is one of the cleverest boys that *have* passed through the school.
- One of the greatest judges that *have* ever lived laid this down as law.
- It was one of the best speeches that *have* ever been made in the House of Commons.
- This is the only one of his poems that *is* (not, *are*) worth reading.
  (Here the antecedent of *that* is *one*. 'Of his poems this is the only one that is worth reading.')

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Position of the Relative Pronoun

To prevent ambiguity, the relative pronoun should be placed as near as possible to its antecedent; as,

- The *boy who* won the first prize in English is the son of my friend, Mr Joshi.

It would mean something quite different if we separate the relative pronoun from its antecedent and say —

- The boy is the son of my friend, Mr Joshi, who won the first prize.

Again such a sentence as 'I have read Gokhale's speeches, who was a disciple of Ranade' would be improved if changed to 'I have read the speeches of Gokhale, who was a disciple of Ranade.'

So also the following sentence requires to be rearranged:

- I with my family reside in a village near Poona which consists of my wife and three children.

Pronouns of the third person plural should not be used as antecedents to *who* and *that*; as,

- *They* that are whole have no need of a physician.

Here *those* is to be preferred to *they*.

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Exercise 4

Complete the exercise with *who*, *whom*, *whose*, *which* or *where*.

1. What's the name of the man _____ car you borrowed?
2. A pacifist is a person _____ believes that all wars are wrong.
3. The place _____ we spent the holidays was very beautiful.
4. I don't know the name of the woman to _____ I spoke on the phone.
5. Ron and Jessica, _____ had got married last year, recently bought a new house.
6. Their new house, _____ they bought was quite cheap.

Revision Test 1

A. Underline the *adjective* in each of the following sentences and name its type.

1. She has flawless skin just like a baby. _____
2. They support the helpless victims of flood. _____
3. I bought these shoes from London. _____
4. There are many students who aspire to become scientists. _____
5. The Earth is round. _____
6. How much milk is left in the bottle? _____
7. I forgot to return your book. _____
8. There are twenty-nine states in India. _____

B. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in the given space. The first one has been done for you.

Asian elephants are short and smaller than an African elephants. In addition, African elephants has larger and broader ears. The Asian elephant are also darker than the African one. Moreover, the African elephant have three toes on its feet while the Asian elephant have four toes on each feet.

1. short shorter
2. _____
3. _____
4. _____
5. _____
6. _____

C. Insert *articles* where necessary.

1. There is nothing like staying at home for comfort.
2. Moon did not rise till after ten.
3. Wild animals suffer when kept in captivity.
4. Mathematics is most difficult subject.

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5. January is first month of year.
6. Rich should help poor.
7. Rose is queen of all flowers.
8. A bad workman quarrels with his tools.
9. I went to market to buy dress.
10. A one-rupee note is lying on table.

D. Insert suitable *pronouns*.

1. _____ does his work carefully.
2. _____ mends her own clothes.
3. _____ still live in our old house.
4. _____ is a kind and loving woman.
5. The books are where you left _____.
6. _____ wrote a letter to her cousin.
7. My knife is sharper than _____.
8. I congratulated _____ on his good fortune.
9. Is this my pencil or _____?
10. Sita has a pet dog; _____ likes to play with _____.

E. Change the *pronouns* as shown and make any other necessary changes.

1. Where are you going? (she) *Where is she going?*
2. I have a green parrot. (he) _____
3. He is yet a boy. (you) _____
4. He lost his parents in infancy. (I) _____
5. They groped their way in darkness. (we) _____
6. Are you speaking the truth? (he) _____
7. He treats his children with great kindness. (they) _____
8. We like cricket better than football. (he) _____
9. I want some money. (she) _____
10. He has much money. (I) _____

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Verbs

A verb may tell us —

1. What a person or thing *does*; as,
   - Abhi *laughs*.
   - The clock *strikes*.
2. What a person or a thing has; as,
   - Abhi *has* a blue car.
   - The windows *have* a wooden frame.
3. What a person or thing *is*; as,
   - The cat *is* dead.
   - I *feel* sorry.

Definition

A verb is a word used to express an action, event or state.

There are various types of verbs grouped by function.

- Transitive - Intransitive
- Finite - Non-finite
- Auxiliaries and modals
- Gerunds, Infinitives and Participles

Transitive and Intransitive verbs

Read these sentences:

1. The boy *kicks* the football.
2. The boy *laughs* loudly.

In sentence 1, the action denoted by the verb *kicks* passes over from the doer or the subject *boy* to some object *football*. The verb *kicks* is therefore called a transitive verb. (*Transitive* means *passing over*.)

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In sentence 2, the action denoted by the verb *laughs* stops with the doer or the subject *boy* and does not pass over to an object. The verb *laughs* is therefore called an intransitive verb. (*Intransitive* means *not passing over*.)

Direct object and Indirect object

Most transitive verbs take a single object. But some transitive verbs like *give*, *ask*, *offer*, *promise*, *tell*, etc., take *two* objects after them — an indirect object which denotes the *person to whom* something is given or *for whom* something is done, and a direct object which is usually the name of some *thing*; as,

- His father gave *him* (Indirect object) a *watch* (Direct object).
- He told *me* (Indirect object) a *secret* (Direct object).

Transitive and Intransitive use of verb

Most verbs can be used both as transitive and as Intransitive verbs. It is therefore better to say that a verb is *used* transitively or intransitively rather than that it *is* transitive or intransitive.

Used Transitively	Used Intransitively
1. The ants *fought* the wasps.	Some ants *fight* fiercely.
2. The shot *sank* the ship.	The ship *sank* rapidly.
3. The driver *stopped* the train.	The train *stopped* suddenly.
4. The horse *kicked* the man.	This horse never *kicks*.

Definition

A transitive verb is a verb that denotes an action which *passes over* from the doer or subject to an object.

An intransitive verb is a verb that denotes an action which does *not pass over* to an object, or it expresses a *state* or *being*, as,

- He *ran* a long distance. (*action*)
- The baby *sleeps*. (*state*)
- There *is* a flaw in this diamond. (*being*)

Note

Intransitive verbs expressing *being* take the same case after them as before them; as,

- It was *he* (not, *him*) who committed the theft.

Note

Some verbs, e.g., *come*, *go*, *fall*, *die*, *sleep*, *lie*, denote actions which cannot be done to anything; they can therefore never be used transitively.

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Exercise 1

Underline the verbs in the following sentences, and write in each case whether the verb is *transitive* (T) or *intransitive* (I). Where the verb is transitive name the *object*.

1. The clock stopped this morning. _____
2. The policeman blew his whistle. _____

4. The clock ticks all day long. _____
5. I looked down from my window. _____
6. Put away your books. _____
7. Your book lies on the table. _____
8. Time changes all things. _____
9. We eat three times a day. _____
10. The little bird hopped about and sang. _____
11. My new watch does not keep good time. _____
12. The beggar sat down by the side of the road. _____
13. I could not spare the time. _____
14. The boy easily lifted the heavy weight. _____
15. Balu wrote a letter to his uncle. _____
16. I know a funny little man. _____
17. Light rain fell last night. _____
18. I shall bring my camera with me. _____

Exercise 2

Write five sentences containing *transitive verbs*, and five containing *intransitive verbs* in your notebook.

Intransitive verbs used as Transitives

When an intransitive verb is used in a *causative* sense, it becomes transitive.

Intransitively	Transitively
1. The girl *ran* down the street.	The girl *ran* a needle into her finger. (*ran* a needle = *caused* a needle to run.)
2. Birds *fly*.	The boys *fly* their kites (*i.e.*, *cause* their kites to fly).

Some intransitive verbs may become transitive by having a preposition added to them; as,

- He will soon *run through* (consume) his fortune.
- Please *look into* (investigate) the matter carefully.
- We *talked about* (discussed) the affair several times.

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Intransitive verbs sometimes take after them an object *akin* or *similar in meaning* to the verb. Such an object is called the cognate object. (Latin *Cognatus*, akin.)

- I have *fought* a good *fight*.
- He *laughed* a hearty *laugh*.
- He *sleeps* the *sleep* of the just.

A noun used adverbially to modify a verb, an adjective, or an adverb denoting *time*, *place*, *distance*, *weight*, *value*, etc., is called an adverbial object, and is said to be in the accusative case adverbially; as,

- He held the post ten *years*.
- He went *home*.

There are a few transitive verbs which are sometimes used as intransitive verbs.

Transitively	Intransitively
1. He *broke* the glass.	The glass *broke*.
2. He *burnt* his fingers.	He *burnt* with shame.

Exercise 3

Use the following words both transitively and intransitively.

1. stop: _____ _____
2. open: _____ _____
3. close: _____ _____
4. play: _____ _____
5. read: _____ _____

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Finite and Non-finite Verbs

When a verb has a subject and a tense, it can be referred to as a finite verb.

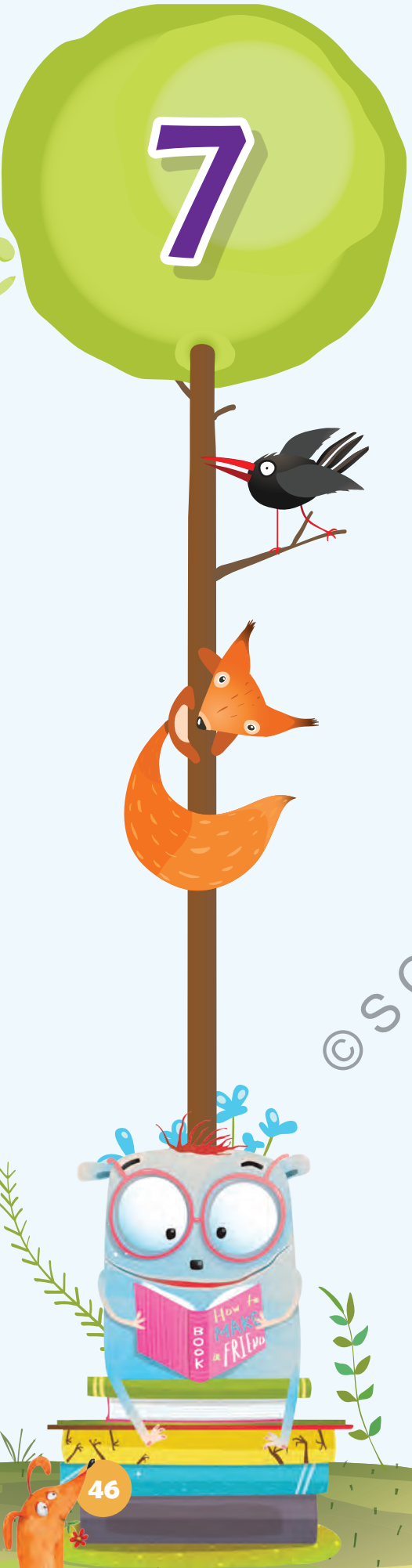
Examples:

- I *sing*.
- Maya *sings*.
- They *sang*.

Some forms of a verb are referred to as Non-finite. Non-finite verbs do not depend on the subject. They do not change with tense.

Examples:

- I like *dancing*.
- We *persuaded* them to join us.



Tenses

Verbs come in three tenses: *past*, *present*, and *future*.

The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago).

The present tense is used to describe things that are happening right now, or things that happen every day.

The future tense describes things that are yet to happen (e.g., later, tomorrow, next week, next year, three years from now).

Theses tenses are further divided. See the table below:

Tenses

Present Tense	Past Tense	Future Tense
Simple Present (I play football.)	Simple Past (I played football.)	Simple Future (I will play football.)
Present Continuous (I am playing football.)	Past Continuous (I was playing football.)	Future Continuous (I will be playing football.)
Present Perfect (I have played football.)	Past Perfect (I had played football.)	Future Perfect (I would have played football.)
Present Perfect Continuous (I have been playing football.)	Past Perfect Continuous (I had been playing football.)	Future Perfect Continuous (I would have been playing football.)

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Simple Present

The simple present tense is used

1. for habits or repeated actions; as,
   - I usually *get up* at six o'clock.
   - We *play* tennis every day.
2. for general truths (things that are always true); as,
   - Water *boils* at 100° C.
   - Fish *live* in water.
3. for things that stay the same for a long time; as,
   - My grandparents *live* in Nagpur.
   - Anand *bats* well.

Note

The simple present tense is also used to talk about the future based on official timetables.

Exercise 1

Below are six general truths. Fill in the blanks with suitable *verbs*. (Use the *simple present tense*.)

1. The sun _____ in the west.
2. Birds _____ nests.
3. Rain _____ from the clouds.
4. Cows _____ grass.
5. Frogs _____ both on land and in water.
6. The earth _____ round the sun.

Exercise 2

What do you usually do on Sundays? Write five sentences using the *simple present tense* in your note book.

Present Continuous Tense

The present continuous tense is mainly used

1. For actions which are happening now.
   - They *are playing* cricket (now).
   - Your friends *are waiting* for you. Hurry up!
   - Ravi *is using* the Internet.
   - Look! Somebody *is picking* flowers.

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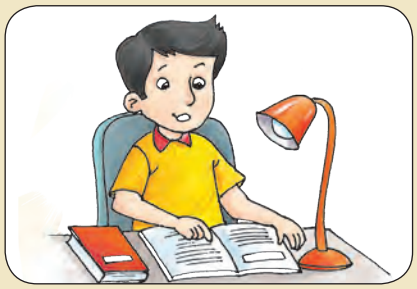
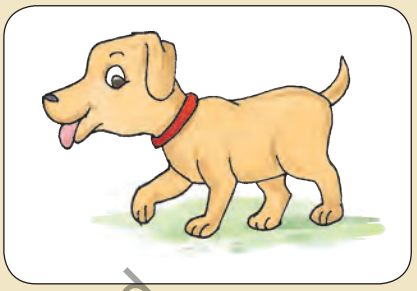
Pair Work

Look at the pictures below and say what is happening. Take turns to ask questions and answer them. See the examples below the pictures.



1.

2.



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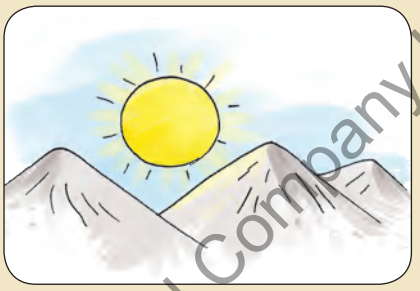

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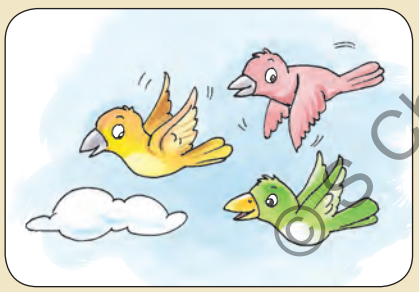

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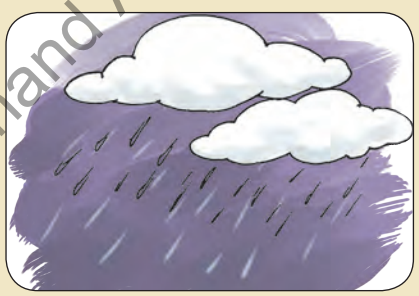

8.

9.

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Examples:

STUDENT A : Look at picture 1. What is happening?/ What is the boy doing?

STUDENT B : He is reading.

STUDENT B : Look at picture 9. What is happening?

STUDENT A : An aeroplane is flying.

2. To talk about actions that are happening around now but not necessarily at the time of speaking.
   - Mr Ram Lal *is writing* a novel. (He has started the novel but not finished yet. At this moment he may be doing something else.)
3. To talk about people's plans or arrangements for the future.
   - They *are painting* their house this month.
   - I *am going* to my home town on Saturday.
   - We *are meeting* Mr Ram Lal this evening.
   - Mr Menon *is flying* to Singapore tomorrow.

Note

Note that certain verbs are not normally used in the continuous tense.

They include: like, love, hate, dislike, know, understand, want, need, suppose, believe, belong, think (believe), agree, remember, appear, seem, be, have (possess), contain

Wrong : The boy is wanting chocolates.
Right : The boy wants chocolates.
Wrong : He is having a cellphone.
Right : He has a cellphone.
Wrong : She is seeming sad.
Right : She seems sad.

Exercise 3

Fill in the blanks with verbs in the *simple present tense* or *present continuous tense*. Choose verbs from the brackets.

1. He _____ for a walk every morning. (go)
2. The sun _____ during the day. (shine)
3. Oh lovely ! The sun _____ again. (shine)
4. I _____ a glass of water. (want)
5. 'Where is Usha?' 'She _____ her hair.' (wash)
6. According to the timetable, the train _____ at 12.15. (arrive)
7. I _____ my uncle tomorrow. (meet)
8. Ashok _____ two sisters. (have)

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Simple Past Tense

The simple past tense is used for an action finished at some time in the past. We often talk or think about a definite time in the past (e.g. *yesterday*, *last Monday*, *last month*, *in 2001*, *five years ago*.)

Examples:

- Sanjay *phoned* me last night.
- She *passed* the driving test in April.
- Dinosaurs *lived* millions of years ago.

- We *recorded* yesterday's match on video.
- I *slept* well (i.e. last night).

Exercise 4

What did you do yesterday? Write five sentences, in *simple past tense*.

Present Perfect Tense

We use the present perfect tense for actions in the past when we are not talking or thinking about the exact time that happened. There may be results now. This tense connects the past with the present in some way; as,

- Mr Joshi *has gone* to Pune. (He is not here *now*.)
- Anand *has eaten* all the biscuits. (There are none left for you.)

Simple past vs Present perfect tense

Compare the sentences below:

- I *have finished* the work. (I am free *now*.)
- I *finished* the work an hour ago.

The simple past tense is used in this sentence because the expression 'an hour ago' breaks off its connection with the present.

We can use the present perfect tense with *just* to say that something has happened very recently; as,

- She *has* just *gone* out.
- The train *has* just *arrived*.

We often use the present perfect tense with *ever*, *never*, *yet*, *already*, *once*, *twice*, *several times*, etc; as,

- *Have* you ever *seen* the Taj Mahal?
- I *have* never *travelled* by plane.
- Ravi *hasn't returned* the CD yet.
- We *have* already *had* breakfast.
- I *have been* to Singapore twice.

Note

Use the simple past, not the present perfect, with expressions of past time which say when something happened.

Wrong : I *have seen* the film last night.

Right : I *saw* the film last night.

We can use the present perfect tense of verbs like *know*, *be*, *live*, *stay*, *work* for actions (or states) which began in the past and are still continuing; as,

- She *has been* ill for five days. (She is still ill.)
- I *have known* Mr K.V. Singh since 1995.
- They *have lived* here for three years. (They are still living here.)

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Compare the above sentence with this:

- They *lived* here for three years. (They are not living here now.)

Exercise 5

Fill in the blanks with verbs in *present perfect tense*. Choose from the box.

solve	stay	water	lend	hurt	make

1. He _____ his foot, so he is not playing.
2. I _____ the plants.
3. We _____ the crossword puzzle easily.
4. Who _____ the cake?
5. I _____ in Mysore for five days.
6. Suresh _____ me these CDs.

Pair Work

Make five questions in the present perfect tense with *ever*. Take turns to ask questions and answer them.

Examples:

STUDENT A : Have you ever travelled by plane?

STUDENT B : No, I have never travelled by plane

.....

STUDENT B : Have you ever seen Qutab Minar?

STUDENT A : Yes, I have seen it three times.

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Present Perfect Continuous Tense

We use the present perfect continuous tense to talk about actions which started at some time in the past and are still continuing. This tense is often used with the time expressions *How long*, *since*... and *for*...

- Suresh *has been using* the computer since 10 o'clock.
- It *has been raining* for two hours.
- We *have been living* here for four years.

For such actions we can use either the present perfect or the present perfect continuous tense with verbs like *live*, *stay*, *work*, *lie*, etc. There is almost no difference in meaning between the last sentence above and the following sentence:

- We *have lived* here for four years.

Note

Don't use the present continuous with *How long*, *since*... and *for*...

Wrong : I *am waiting* since 4.30.

Right : I *have been* waiting since 4.30.

Since and for

Note that *since* is used with a point of time (e.g. 9 o'clock, last Monday, last month, 2002) and for with a length of time (e.g. two hours, a month, five years, a long time, etc.).

I have been learning English { since 2000. / for five years.

The present perfect continuous is also used for actions which finished a short time ago. The results of the actions happen in the present; as,

- The children's hair is wet because they *have been swimming* in the river.
- 'Why are your clothes dirty?' 'I *have been cleaning* the store-room.'

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Pair Work

A. Work with another student. Take turns to ask questions and answer them.

1. How long have you been learning English?
2. How long have you been learning Grammar?
3. How long have you been studying in this school?
4. How long have you been living in this city/town/village?
5. How long have you been reading this book?
6. How long have you been doing this exercise?

B. Make three questions using *How long*.

Past Continuous Tense

We use the past continuous tense to talk about something which was in the middle of happening at a past time.

Note the following conversation:

A: I phoned you at 7.45 this morning and there was no answer. What *were you doing*?

B: I *was having* a bath.

The past continuous tense is often used with the simple past. It shows that the action was continuing at a time when a new shorter action happened. The simple past is used for the new action.

Examples:

- The TV screen went blank when I *was watching* the news.
- The tyre burst when he *was turning* a corner.

Pair Work

Ask your partner what he or she was doing at these times last Sunday. Take turns to ask the question and answer them.

1. 6.30 a.m.	2. 10 a.m.	3. 1 p.m.
4. 4 p.m.	5. 8 p.m.	6. 10.30 p.m.

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Exercise 6

Put the verbs in brackets into the *simple past* or *past continuous tense* to complete the following sentences. (Use both the tenses in each sentence.)

1. It (rain) when we (come) out.
2. She (cut) her finger while she (peel) potatoes.
3. I (have) a shower when the phone (ring).
4. He (bite) his finger when he (have) lunch.
5. We (go) down in the lift when suddenly it (stop).

Past Perfect Tense

We use the past perfect tense for an action completed before a certain point in the past or before another action happened.

- We reached the station at 4.45. But the train *had* already *left*.
- I *had done* my homework by 8.30.
- The sun *had risen* when I got up.
- I told him that I *had forgotten* the keys.

Exercise 7

Mr Das did these things yesterday morning. (He did the things in the order shown.)

1. He read the newspaper.
2. He had breakfast.
3. He watched TV.
4. He talked to his friends.
5. He cleaned his motorbike.
6. He went to the bank.

Hints: Begin with *when* and combine the sentences using the past perfect tense as shown below.

- When he had read the newspaper he had breakfast.
- When he had had breakfast he _____ (continue).

Simple Future

We use the simple future tense to talk about predictions (What we think will happen) or things which we cannot control.

Examples:

- I think it *will rain* this afternoon.
- I am sure you *will enjoy* the show.
- Perhaps he *will arrive* today.
- My father *will be* fifty-five tomorrow.
- It *will be* Christmas in a week.

We also use this tense when we decide to do something at the time of speaking.

Examples:

- It is cold. I *will shut* the window.
- 'Tea or coffee?' 'I *will have* tea.'

To talk about things that we have already decided to do, we use the *going to* form (*be going to* + base form), not the simple future tense.

Examples:

- 'Have you got a washing machine?' 'No, we *are going to buy* one next week.'
- 'Why are you filling the bucket with water?' 'I *am going to wash* the car.'

We also use the *going to* form to talk about what seems likely or certain, when there is something in the present which tells us about the future.

Examples:

- Look at those clouds. It *is going to rain*.
- The boat is full of water. It *is going to sink*.

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Future continuous

We use the future continuous tense to talk about something that will be going on at a certain time in the future.

Examples:

- I *will be flying* to Singapore at this time tomorrow.
- Don't phone me between 7.00 and 7.15. I *will be watching* the news during that time.

This tense is also used for future actions which are fixed.

Example:

- Mr Mehta *will be giving* another lecture at the same time next week.

Exercise 8

Fill in each blank with the correct or more suitable verb form the brackets.

1. I think Australia _____ the match. (will win/is going to win)
2. 'What have you decided to do?' 'I _____ the club'. (will join/am going to join)
3. At this time tomorrow Mr Kapoor _____ to Malaysia. (is going to fly/will be flying)
4. Mr Raman is very busy at the moment. 'That's all right. I _____.' (will wait/am going to wait)
5. 'Why do you want to sell your motorbike?' 'I _____ buy a car'. (will buy/am going to buy)

Exercise 9

1. Write four sentences in *simple future tense*.
2. Write four sentences in *going to* form.
3. Write four sentences in *future continuous tense*.

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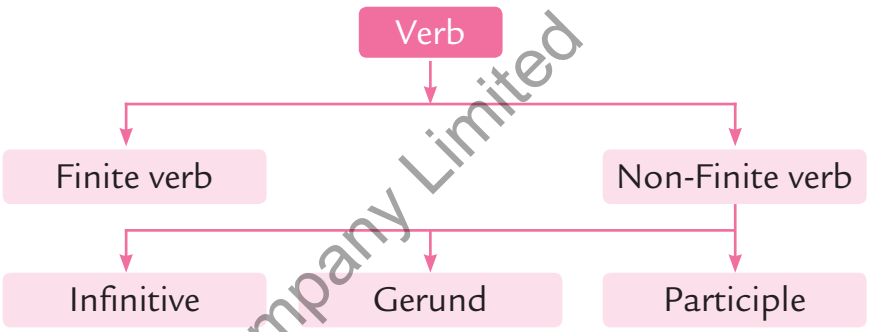
Infinitives and Gerunds

We have read earlier the non-finite verb forms do not show tense, person or number. There are three types of non-finite verbs: gerunds, infinitives, and participles.



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Infinitives

Read these sentences.

- To *find* fault is easy.
- He likes to *play* football.
- She wants to *work* hard.

The forms *to find*, *to play* and *to like* are 'Infinitives'.

The infinitive is the base form of a verb, often preceded by *to*.

Look at the above sentences again.

In sentence 1, the infinitive, like a noun, is the subject of the verb 'is'; but, like a verb, it also takes an object.

In sentence 2, the infinitive, like a noun, is the object of the verb 'likes'; but, like a verb, it also takes an object.

In sentence 3, the infinitive, like a noun, is the object of the verb 'wants'; but, like a verb, it is also modified by an adverb.

More examples:

1. Rama likes *to play* cricket.
   (To play *what*? Cricket – object.)
2. *To play* is his great delight.
   (What is his great delight? to play – subject)
3. *To learn* is very important.
   (What is more important? to learn – subject)
4. I want *to swim* in the pool.
   (I want *what*? to swim – object.)
5. The most important thing is not *to give up*.
   (The most important thing is what? not to give up – object).
6. *To be funny* is the goal of comedians. – subject
7. He reminded her *to go* downtown. – object
8. *To dance* is my little girl's dream. – subject
9. *To go* to college is a good idea. – subject
10. I forgot *to take* my medicine today. – object

Definition

The basic verb form that often acts as a noun and is often preceded by the word 'to' is called *infinitive*.

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Exercise 1

Underline the *infinitives* in the following sentences and state whether each is used as subject or object of a verb:

1. Hari likes to ride.
2. He refused to obey his orders.
3. To play cricket is pleasant.
4. I like to swim.
5. He promised to help me.
6. He used to say so.
7. I hope to hear good news.
8. He tried to help his friend.
9. I wish to go home.
10. To speak the truth is your first duty.

Bare infinitives

The Infinitive is usually used with the word *to* before it, but sometimes it is found without *to*.

- I bade him *go*.
- I made him *run*.
- You need not *wait*.
- I can *rid* your town of rats.
- He should *work*.
- We heard you *sing*.
- I saw him *arrive*.
- Let him *sit* there.
- You may *go*.
- You must *work*.

Gerunds

Note the following sentences:

- *To drive* a motor-car well requires skill.
- *Driving* a motor-car well requires skill.

(*To drive* is formed from the verb *drive*, so it is like a verb. Being like a verb, it takes an object (*motor-car*), and is modified by an adverb (*well*).
To drive names an action, the action of driving; so it is like a noun also.
Being like a noun, it is used as the subject of a verb (*requires*).
To drive is therefore a verb-noun.
(We shall now see that, like the Infinitive *to drive*, *driving* is also a verb-noun.)
Driving is formed from the verb *drive*, so it is like a verb.
Being like a verb, it takes an object (*motor-car*), and is modified by an adverb (*well*).
Driving names an action, the action of driving; so it is like a noun also.
Being like a noun, it is used as the subject of a verb (*requires*).
Driving is therefore a verb-noun.

Note these sentences:

- He likes *driving* a motor-car.
- He is very careful in *driving* a motor-car.

It will be noticed that in sentence 1, the Gerund *driving* is the object of the verb *likes*.

In sentence 2 the Gerund *driving* is governed by the preposition *in*.

Definition

A verb that ends in -ing and functions as a noun is called a gerund.

Note

The gerund is most commonly governed by a preposition.

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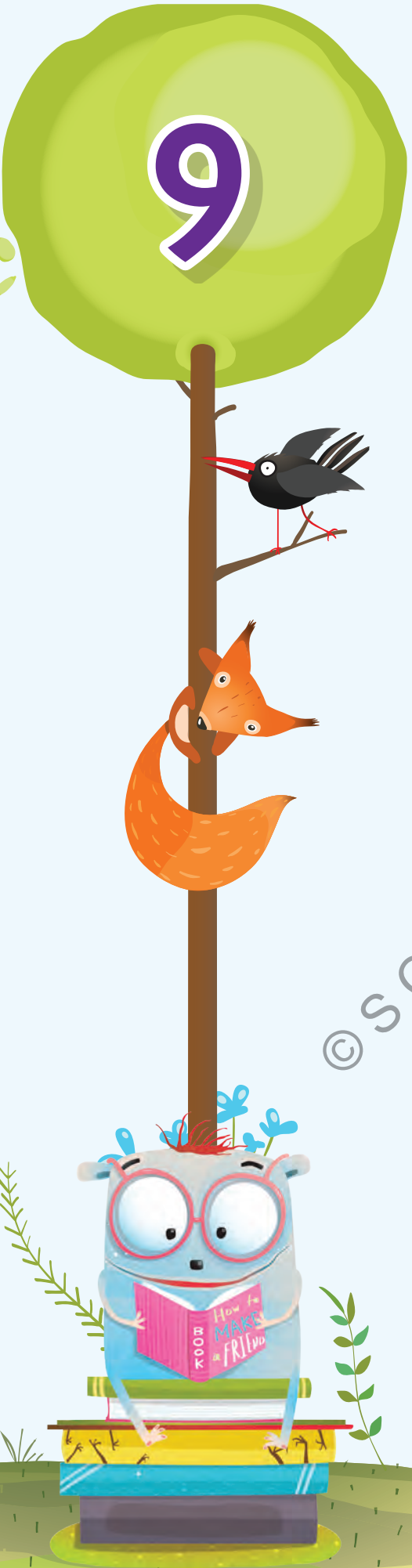
Exercise 2

Put the verbs in brackets in the *gerund* or the *infinitive* form to complete the sentences.

1. I can't imagine Peter (go) by bike.
2. He agreed (buy) a new house.
3. The question is easy (answer).
4. Are you thinking of (visit) my place?
5. We decided (run) through the town.
6. The teacher expected Seeba (study) hard.
7. The man asked me how (get) to the main road.
8. She doesn't mind (work) the night shift.



Participles

In this chapter, we shall show that, just as we have verb-nouns, so we have a verb-adjective, that is, a verb that acts as an adjective.

Read the sentences below:

- *Barking* dogs seldom bite.
- A soldier, *wounded* in the Great War, came limping by.

In the first sentence, the word *barking* tells about the *dog*, and therefore behaves like an adjective.

The word *barking* thus partakes of the nature of a *verb* and an *adjective*, and is therefore called a participle.

Similarly in sentence 2, the word *wounded* partakes of the nature of a verb and an adjective, and is therefore a participle.

Definition

A word that partakes of the nature of a verb and an adjective is known as a participle.

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Exercise 1

Underline the *participles* in the following sentences:

1. We saw a man leading a monkey.
2. I met him coming down the street.
3. Mounting his horse, the soldier rode away.
4. Clapping its hands for joy, the child laughed loudly.
5. I can hear him singing a song.
6. Singing in a chorus, we went on our way.
7. I pity that woman carrying such a heavy load on her head.

8. The boys, playing in the maidan, had a merry time.
9. Waving their handkerchiefs, the people cheered the President.
10. They heard the people ringing the bells.

Present and past participles

Participles come in two varieties: past and present.

Definition

Participles ending in *-ing* describe *incomplete* actions, and are called *present participles*.

Read the following sentences:

- I saw Rama *driving a car*.
- The car, *driven* recklessly by Rama, dashed against a tree.

Definition

Participles ending in *-ed*, *-en*, *-d*, and *-t* describe *completed* actions, and are called *past participles*.

When I saw Rama, he was driving a car; the action of driving was *going on* or was *incomplete* or *imperfect*. But when the motor-car dashed against a tree, the action of driving was *finished* or *complete* or *perfect*.

- *Driving* expresses an *unfinished* action. It is, therefore, in present participle.
- *Driven* expresses a *finished* action. It is, therefore, in past participle.

Further examples of past participles:

- I saw a cord *stretched* across the road.
- There were many trees *laden* with fruit.
- The thieves, *caught* in the act, were severely punished.

Exercise 2

Underline the *present* and *past participles* in the following sentences and state the noun or pronoun to which each refers:

1. Walking along the road, he saw a cobra.
2. Hearing the noise, he looked through the window.
3. Deceived by his friends, he lost all hope.
4. Staggering back, he sank to the ground.
5. Landing at Calais, we proceeded to Paris.
6. Having no guide with us, we lost our way.
7. Driven by hunger, he stole a piece of bread.
8. I saw the boy posting the letter.
9. I saw the letter posted.
10. Surrounded by the enemy, the army was forced to surrender.

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11. A soldier, wounded in the war, came limping by.
12. Taking pity on the mouse, the magician turned it into a cat.

A participle like an adjective, refers to some noun or pronoun.

Exercise 3

Note each sentence and state whether it is *correct* or *incorrect*. If correct, underline the noun or pronoun to which the participle refers. Rewrite correctly all incorrect sentences.

1. Wishing to borrow a book, he called on me yesterday.
2. Returning from the theatre, it began to rain.
3. Beaten at every point, the enemy fled from the field.
4. Running across the road, the child fell.
5. While cleaning the cage, the bird escaped.
6. Walking along the street, a hundred-rupee note was found.
7. Surrounded by the enemy, the battle was lost.
8. Standing on the top of the hill, the eye roams over a beautiful landscape.

Note

Look at the sentence below.

- Walking along a road, a boy found a watch.

(Here the Participle *walking* refers to the noun *boy*.)

Now compare with the sentence below:

- Walking along a road, a watch was found.

Here the participle *walking* does not refer to the noun *watch*—the *watch* was not walking. Then who was walking? Obviously the noun or pronoun to which the participle *walking* should refer is not mentioned. The sentence is therefore incorrect.

Exercise 4

Underline the *gerunds* and circle the *present participles* in the following sentences:

1. I remember reading the book long ago.
2. Preparing the meal required only a short time.
3. I do not like working these sums.
4. I saw Mr Patel running for a bus.
5. Running for a bus, he slipped and fell.
6. The boys love swimming in the sea.
7. A great wave came rolling towards the boat.
8. We met a woman carrying a heavy load.
9. Feeling quite secure, the burglar slept soundly.
10. Hearing the noise, he ran to the window.

Note

Note these sentences:

1. *Killing* birds is a cruel sport.
2. I hate that boy *killing* birds.

In sentence 1, *killing* is a gerund, and in sentence 2, *killing* is a present participle.

As the same word ending in *-ing* may be either a gerund or a present participle, be very careful not to confuse the gerund with the present participle.

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10

Voice

Read the following conversation:

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'The window pane has been broken,' - the subject is unknown. Hence the sentence is in the passive voice.

In the sentence: 'Rohit broke it...' the doer of the action is active. Hence the sentence is in the active voice.

In active voice the subject performs the action stated by the verb.

In passive voice, the subject is the receiver of the action.

Thus, depending upon the way a sentence is, a verb can be either active or passive.

A passive verb is made by adding a suitable *be* verb to the past participle. Study this table:

Tense (or Modal + base)	Active Verb	Passive Verb
Simple Present	give gives	am given is given are given
Present Continuous	am giving is giving are giving	am being given is being given are being given
Present Perfect	has given have given	has been given have been given
Simple Past	gave	was given were given
Past Continuous	was giving were giving	was being given were being given
Past Perfect	had given	had been given
Simple Future	will give	will be given
Can/may/must, etc. + base	can give may give	can be given may be given

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Examples:

Active Voice	Passive Voice
Everybody likes Tom.	Tom is liked by everybody.
Mice fear cats.	Cats are feared by mice.
The mason is building the wall.	The wall is being built (by the mason).
Somebody has stolen my purse.	My purse has been stolen (by somebody).
They have invited me to the party.	I have been invited (by them) to the party.
The cat caught the mouse.	The mouse was caught by the cat.

I sold my bike last week.	My bike was sold (by me) last week.
They were repairing the road.	The road was being repaired (by them).
Ravi had already paid the phone bill.	The phone bill had already been paid by Ravi.
I will return the CD tomorrow.	The CD will be returned (by me tomorrow.)
Pratap can lift the box.	The box can be lifted by Pratap.
You should respect old people.	Old people should be respected (by you).

You must have noticed that the by-phrase (by + doer of the action) is put in brackets in some of the passive voice sentences above. It would be better to leave out the by-phrase in those sentences. We usually omit the by-phrase if we do not know the doer or if it is not necessary to mention the doer. The by-phrase is used when the doer has some importance and is necessary to complete the sense.

Exercise 1

Rewrite the following sentences in *passive voice*.

1. The boy has made a kite.
2. His teacher praised him.
3. He invited us into his house.
4. Your behaviour vexes me.
5. The man cut down the tree.
6. Shivaji defied the Mughal Emperor.
7. He feeds the horse every day.
8. The police have arrested him.
9. He scored fifty runs.
10. He made a very remarkable discovery.

Exercise 2

Rewrite the following sentences in *active voice*.

1. Sir John Moore was killed by a cannon-ball.
2. He was buried by us darkly at dead of night.
3. Not a drum was heard.
4. America was discovered by Christopher Columbus.
5. He was treated ungratefully by his sailors.
6. The work must be done by you and your brother.
7. The match was won by the High School.
8. The first railway was built by George Stephenson.
9. He was swindled by his own brother.
10. The king was welcomed by the people.

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11 Reported Speech

Look at the following sentences.

There are two ways of reporting what another person has said:

1. We may quote the *actual words* used by the speaker; as,
   - He said, 'I am tired of hearing these complaints.'

   This is direct speech.
2. We may give an account of what another person has said; as,
   - He said that he was tired of hearing those complaints.

   This is indirect (or reported) speech.

Read the following sentences, and notice the changes that are made in converting a sentence from direct to indirect speech.

1. He said, '*I am* glad to be *here this* evening.'
2. He said that *he was* glad to be *there that* evening.

   Changes noticed:

   (a) The inverted commas are omitted.

   (b) The pronoun *I*, of the first person, is changed to the pronoun *he*, of the third person.

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(c) The verb *am* (present tense) is changed to *was* (past tense).

(d) The adverb *here* (expressing *nearness*) is changed to *there* (expressing *distance*).

(e) The demonstrative adjective *this* is changed to *that*.

Convertion from direct to indirect speech

Statements

Statements in the indirect speech are generally introduced by the conjunction *that*.

Direct : He said, 'I do not know where to go.'

Indirect : He said that he did not know where to go.

Direct : She said, 'I will not do it.'

Indirect : She said that she would not do it.

Direct : He said, 'I have received some very good news.'

Indirect : He said that he had received some very good news.

Direct : He said to her, 'You are mistaken.'

Indirect : He told her that she was mistaken.

Direct : 'I really do not know what you are talking about,' said the boy's father.

Indirect : The boy's father remarked that he really did not know what he (the boy) was talking about.

Direct : She said, 'I shall go tomorrow, whatever happens.'

Indirect : She said that she would go the next day, whatever happened.

Direct : The fox cried out to the goat, 'A thought has come into my head.'

Indirect : The fox cried out to the goat that a thought had come into his head.

Direct : He says, 'I am hungry.'

Indirect : He says that he is hungry.

Direct : She will say, 'I am hungry.'

Indirect : She will say that she is hungry.

Questions

In reporting questions, the indirect speech is introduced by some verbs such as *asked*, *enquired*, etc.

When the question is not introduced by an interrogative word, the reporting verb is followed by *whether* or *if*.

Direct : He said to me, 'What are you doing?'

Indirect : He asked me what I was doing.

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DIRECT : 'Where do you live?' asked the stranger to Alice.
INDIRECT : The stranger enquired of Alice about where she lived.
DIRECT : The policeman said to the man, 'Where are you going?'
INDIRECT : The policeman enquired of the man where he was going.
DIRECT : He said, 'Will you listen to such a man?'
INDIRECT : He asked them whether they would listen to such a man.
[Or] Would they, he asked, listen to such a man?
DIRECT : 'Do you suppose you know better than your own father?' jeered his angry mother.
INDIRECT : His angry mother jeered and asked whether he supposed that he knew better than his own father.

Commands and Requests

In reporting commands and requests, the indirect speech is introduced by some verb expressing *command* or *request*, and the imperative mood is changed into the Infinitive.

DIRECT : Rama said to Arjun, 'Go away.'
INDIRECT : Rama ordered Arjun to go away.
DIRECT : The teacher said to the children, 'Work hard.'
INDIRECT : The teacher told the children to work hard.
DIRECT : He said to him, 'Please wait here till I return.'
INDIRECT : He requested him to wait there till he returned.
DIRECT : 'Call the first witness', said the King.
INDIRECT : The King commanded them to call the first witness.
DIRECT : He shouted, 'Let me go.'
INDIRECT : He shouted to them to let him go.
DIRECT : He said, 'Be quiet and listen to my words.'
INDIRECT : He urged them to be quiet and listen to his words.

Exclamations and Wishes

In reporting exclamations and wishes, the indirect speech is introduced by some verb expressing exclamation or wish.

DIRECT : He said, 'Alas! I am undone.'
INDIRECT : He exclaimed that he was undone.
DIRECT : Alice said, 'How clever I am!'
INDIRECT : Alice exclaimed that she was very clever.

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DIRECT : He said, 'Bravo! You have done well.'

INDIRECT : He applauded him, saying that he had done well.

DIRECT : 'So help me Heavan!' he cried, 'I will never steal again.'

INDIRECT : He called upon Heaven to witness his resolve never to steal again.

Exercise 1

Change the following sentences into *indirect speech*.

1. He said to me, 'I have often told you not to play with fire.'
2. 'You have all done it very badly,' remarked the teacher.
3. They wrote, 'It is time we thought about settling this matter.'
4. The teacher promised, 'If you come before school tomorrow, I will explain it.'
5. She wrote, 'I am waiting and watching and longing for my son's return.'
6. The examiner's orders were, 'No one is to bring books into the room nor ask me questions about what I have told you to do.'
7. The drawf said to her, 'Promise me that when you are the Queen, you will give me your first-born child.'
8. 'That is my horse,' said he, 'and if I do not prove it in a few minutes, I will give up my claim.'

Exercise 2

Change the following sentences into *indirect speech*.

1. 'What do you want?' he asked her.
2. She asked, 'How's your father?'
3. 'Are you coming home with me?' he asked.
4. He enquired, 'When do you intend to pay me?'
5. He said to us, 'Why are you all sitting about there doing nothing?'
6. 'Do you really come from China?' asked the prince.

Exercise 3

Change the following sentences into *indirect speech*.

1. 'Bring me a glass of milk,' said the swami to the villagers.
2. 'Sit down, boys,' said the teacher.
3. 'Halt!' shouted the officer to his men.
4. 'Turn the TV down,' she said to her children.

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5. The teacher said to him, 'Do not read so fast.'
6. He said to me, 'Wait until I come.'

Exercise 4

Change the following sentences into *indirect speech*.

1. 'What a rare article milk is, to be sure, in London,' said Mr Squeers with a sigh.
2. 'What a stupid fellow you are !' he angrily remarked.
3. He said, 'My God ! I am ruined.'
4. He said, 'Alas ! Our foes are too strong.'
5. He said, 'What a lazy boy you are ! How badly you have done your work!'
6. 'Saint George strike for us!' exclaimed the Knight.

Conversion of Indirect into Direct Speech

The conversion of indirect into direct generally presents no special difficulties, as the following examples will show:

Indirect : He inquired whether his name was not Ahmed.

Direct : He said to him, 'Is not your name Ahmed?'

Indirect : As the stranger entered the town, he was met by a policeman, who asked him if he was a traveller. He replied carelessly that it would appear so.

Direct : As the stranger entered the town he was met by a policeman, who asked, 'Are you a traveller?' 'So it would appear,' he answered carelessly.

Indirect : She asked how she, a girl, who could not ride or use sword or lance, could be of any help? Rather would she stay at home and spin beside her dear mother.

Direct : She said, 'How can I, a girl, who cannot ride or use sword or lance, be of any help? Rather would I stay at home and spin beside my dear mother.'

Exercise 5

Give the *exact words* that the speakers might have used for the following.

1. John said that he wanted to be a soldier.
2. He asked me where I was going.
3. He asked me what I wanted.
4. Jenny said that she had seen that picture.
5. The boy said that he would go with us.

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Pair Work

Change the following sentences into *direct speech*.

1. He asked Jaya to go with him.
2. Jaya replied that she could not do so.
3. He asked his father when the next letter would come.
4. His father replied that there might not be another that year.
5. Sakshi asked me what had become of Himanshu.
6. I told her that I had not seen him for months.

Compare your answers with your partner's.

Study the following examples of conversion from direct into indirect speech, and notice the changes made in doing so:

Direct Speech	Indirect Speech
1. 'How are you, Nidhi? I hope you are quite well,' cried her uncle.	Her uncle asked Nishi how she was and hoped that she was quite well.
2. 'Where are you going, Little Red Riding Hood? And what have you got in that basket?' enquired the wolf.	The wolf enquired of Little Red Riding Hood as to where she was going, and what she had got in that basket.
3. What the boy wrote to his father was, 'Can I leave school this term or do you want me to stay on till the end of next year?'	The boy wrote to his father to ask whether he could leave school that term or whether he wanted him to stay on till the end of next year.
4. He said to me this morning, 'Where was Shubh yesterday, and where will he be tomorrow?'	He asked me this morning where Shubh was the preceding day and where he would be the day following.
5. He kept on saying, 'Do hurry up, Shaswat, and bring me your papers.'	He kept on asking Shaswat to hurry up and bring him his papers.
6. Netaji then ordered, 'Let the whole line advance.'	Netaji then ordered the whole line to advance.

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7. He asked, 'How are you getting on?' and added, 'Let me know if there is anything I can do for you.'	He asked how he was getting on and added that he might let him know if there was anything that he could do for him.
8. 'Yes, sir, that is the way,' said the boy.	The boy told him that was the way.
9. 'Hang it all !' said she, 'Can you not speak more distinctly?'	She asked him angrily whether he could not speak more distinctly.
10. He said, 'Let us wait for their arrival.'	He proposed that they should wait for their arrival.
11. He said, 'Heaven knows that I am innocent.'	He called Heaven to witness that he was innocent.

Exercise 6

Change the following sentences into *indirect speech*.

1. 'Cheer up, mother, I'll go and get work somewhere,' said Jack.
2. The Raja was deeply grieved, and said to his wife, 'What can I do for you?'
3. 'Dear bird,' she said, stroking his feathers, 'have you come to comfort me in my sorrow?'
4. When the sun got low, the king's son said, 'Father, since we have no money, where can we lodge this night?'
5. Then aloud he said, 'Tell me, boy, is the miller within?'
6. Telemachus replied, 'How can I drive away the mother who bore me and nourished me?'
7. 'Call no man happy,' was the reply of the philosopher, 'until he has ended his life in a fitting manner.'
8. He said, 'Daughter, take my golden jug, and fetch me some water from the well.'
9. 'I believe,' said he, 'that we are in this country among a people whom we like and who like us.'
10. Bhishma said: 'Boys ! boys ! remember you play a game. If it be Arjuna's turn let him have it.'

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Revision Test 2

A. Fill in the blanks with the *simple present* or *present continuous* form of the verbs in brackets.

1. He _____ for a walk every morning. (go)
2. The sun _____ during the day. (shine)
3. Oh lovely ! The sun _____ again. (shine)
4. I _____ a glass of water. (want)
5. He _____ with his parents at the moment. (stay)
6. I usually _____ early on Mondays. (get up)
7. Tomorrow, I _____ to the movies with my friends. (go)
8. When I am not working, I _____ on my own. (study).

B. Put the verbs in brackets into the *simple past* or *past continuous tense*. (Use both the tenses in each sentence.)

1. It (rain) when we (come) out.
2. She (cut) her finger while she (peel) potatoes.
3. I (have) a shower when the phone (ring).
4. He (bite) his finger when he (have) lunch.
5. We (go) down in the lift when suddenly it (stop).
6. I (play) with my sister when you (call).
7. The doorbell (ring) while I (have) a bath.
8. As I (wait) for bus, I (see) Joe crossing the road.

C. Complete the following sentences using the verbs given in brackets in *present perfect* or *simple past* tense.

1. David _____ in Bangkok since 2004. (live)
2. JK Rowling _____ the popular Harry Potter series. (write)
3. Yesterday I _____ Urvashi at the swimming pool. (meet)
4. My grandfather _____ as a pilot when he was younger. (work)
5. I _____ him in the hospital last Friday. (visit)
6. I _____ Selena Gomez live in concert (see)

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D. Complete these sentences using *participles*. Take help from the words given in brackets.

1. She told me a very _____ story. (excite)
2. The Prime Minister delivered an _____ speech. (inspire)
3. A tree, uprooted during the storm, fell on the _____ cars. (park)
4. The _____ competition is open to children below twelve years. (paint)
5. A _____ child dreads the fire. (burn)
6. Fire tenders were called from the _____ towns too. (surround)
7. The cow was hit by a _____ bus. (speed)
8. He has a _____ arm as he fell off the chair. (bruise)

F. Given below are some sentences. Identify whether they are in *active* or *passive* voice. Then change the active voice into passive and vice versa.

1. Howard was eating the burger like a glutton.
2. He was praised by his father.
3. Sohrab threw the ball.
4. Harish gave the speech eloquently.
5. Manners reveal character.
6. The horse was frightened by the noise.
7. My laptop has been stolen.
8. You cannot frighten me this way.

G. Read the following sentences and change them to *direct* or *indirect speech*.

1. 'Who stole my pencil?' cried Rashmi in class.
2. 'Go, bring your pet inside the house,' said my mother.
3. 'I don't want to go to school,' said Priyanka to her mother.
4. 'Please rescue me,' said the girl to the old man.
5. The children ran around the society yelling that they had a holiday the next day.
6. 'This fruit is not sweet,' I informed the fruit seller.
7. 'Why are you late today?' said the teacher to the student.
8. 'How many days are left for my birthday?' Ravi asked his mother.

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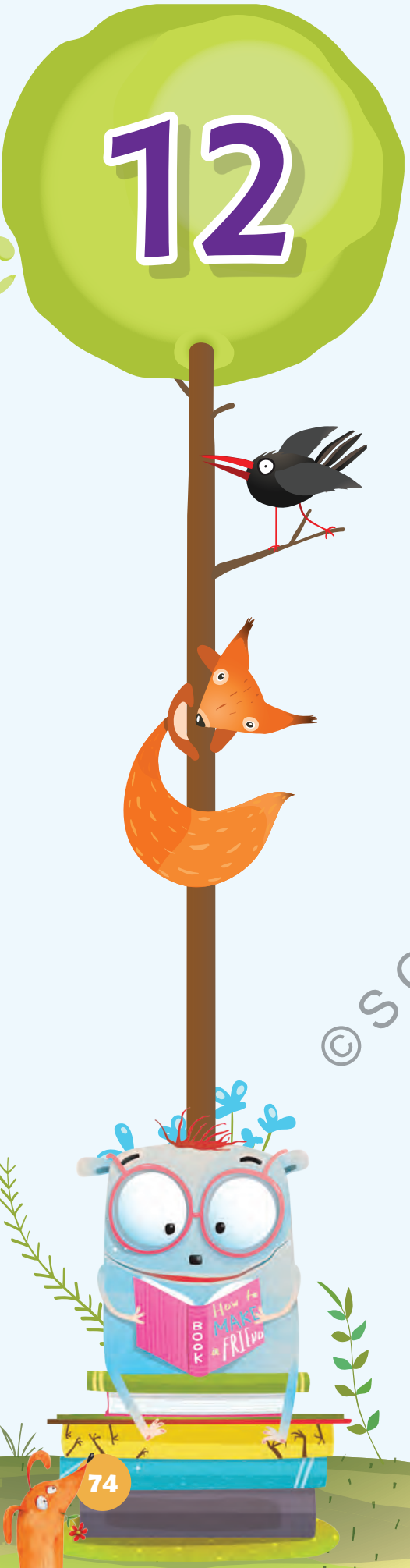

12 Adverbs

An adverb is a word that modifies the meaning of a verb, an adjective, or another adverb, expressing manner, place, time, or degree, e.g. *gently*, *here*, *now*, *very*.

Thus, adverbs can be of the following types:

Adverbs of Manner	slowly, bravely, carefully, simply, quietly...
Adverbs of Place	there, here, up, down, near...
Adverbs of Time	yesterday, tomorrow, now, yet, still...
Adverbs of Frequency	never, always, often, once, twice...
Adverbs of Degree	very, quite, rather, fairly, hardly...

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Exercise 1

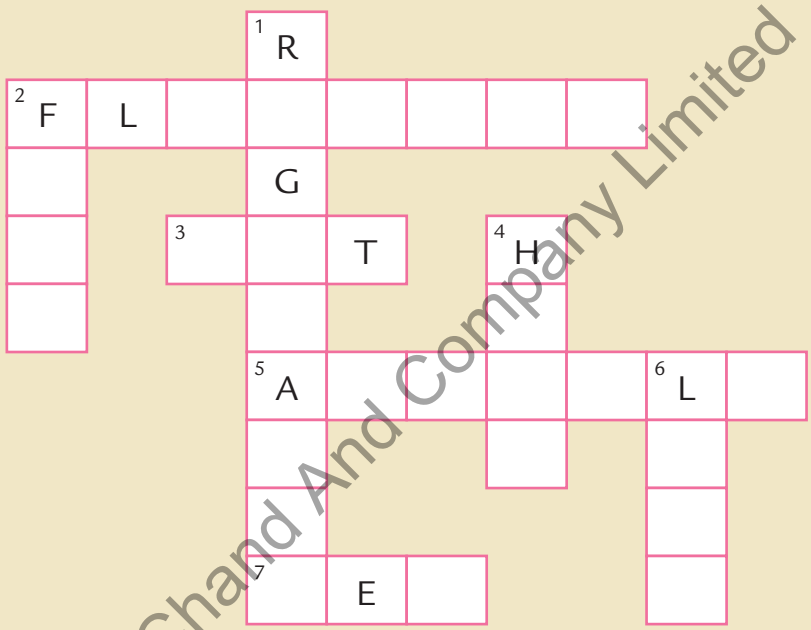
Underline the adverbs in the following sentences, and name the verb with which each is used.

1. He crept quietly from the room and closed the door noiselessly.
2. He went late and came back early.
3. In life, one goes up or else one goes down, for there is no standing still.
4. We are here today and will leave tomorrow.
5. On in the snow, sadly and wearily the soldiers go.
6. Formerly, I liked him well but now I cordially detest him.

7. Do come and see us soon: you so seldom visit us nowadays.
8. Slowly and sadly we laid him down.
9. I knew him well, and every truant knew.
10. I wandered lonely as a cloud.
11. Suresh does his work regularly.
12. There lies the port.

Activity

Solve this crossword with the help of the clues given below. The words are all *adverbs*.



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Clues

Down

1. You should do your homework _____.
2. The thief ran so _____ that we could not catch him.
4. Come in and sit _____.
6. We reached the station _____, so we missed the train.

Across

2. He can speak four language _____.
3. & 5. 'Get _____!' he said _____.
7. I have been waiting for Mr Raman for two hours. He has not arrived _____

Comparison of Adverbs

Some adverbs, like adjectives, have three degrees of comparison — Positive, Comparative, and Superlative.

Here are some rules of formation of comparative and superlative degrees of adverbs.

If the adverb is of one syllable, we form the comparative degree by adding *–er*, and the superlative degree by adding *–est* to the positive. See the table below.

Positive	Comparative	Superlative
hard	harder	hardest
long	longer	longest
soon	sooner	soonest
near	nearer	nearest

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Activity

Look at the pictures below. Write adverbs in positive, comparative and superlative degrees for each picture.

Adverbs ending in *–ly* form the comparative degree by adding *more* and the superlative degree by adding *most*; as,

Positive	Comparative	Superlative
neatly	more neatly	most neatly
swiftly	more swiftly	most swiftly

Note

However, there are exceptions.

Note: *early*, *earlier*, *earliest*.

- I came *early* this morning.
- Rama came *earlier*.
- Hari came *earliest* of all.

Examples:

- The crow flies *swiftly*.
- The hawk flies *more swiftly* than the crow.
- Pigeons fly *most swiftly* of all birds.

A few adverbs are compared *irregularly*:

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
much	more	most
little	less	least
late	later	latest, last
far	farther	farthest

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Examples:

- Rama writes *well*.
- Arjun writes *better* than Rama.
- Hari writes *best* of all.

Some adverbs cannot be compared.

- thus
- there
- almost
- now
- once
- half
- then
- twice
- not
- here
- very
- consequently

Exercise 2

Give the *three degrees of comparison* of the following *adverbs*.

Positive	Comparative	Superlative
	better	
		least
often		
long		
		last
cleverly		

Formation of Adverbs from adjectives

A great many adverbs are formed from adjectives by adding *-ly*, sometimes with a slight change; as,

- kind - kindly
- brave - bravely
- happy - happily
- swift - swiftly
- nice - nicely
- true - truly
- clever - cleverly
- heavy - heavily
- noble - nobly

Some adverbs have the same *form* as the corresponding adjectives. See the table below:

Adverb	Adjective
It is raining *hard*.	It is a *hard* sum.
May you live *long*!	It is a *long* road.
I *little* expected this.	I have *little* money.
Come *early*.	Come by an *early* train.
I have walked *far*.	I come from a *far* country.
Don't talk so *loud*.	He spoke in a *loud* voice.
Rahul can bowl *fast*.	Rahul is a *fast* bowler.

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Exercise 3

Form *adverbs* from the following adjectives, and use each one in a sentence.

1. frequent
2. usual
3. careless
4. former
5. right
6. eager
7. easy
8. beautiful
9. wrong

Exercise 4

Use the following words in your own sentences once as *adverbs* and once as *adjectives*.

1. fast
2. next
3. much
4. near
5. quick
6. slow
7. right
8. only
9. enough

Position of Adverbs

An adverb which modifies an adjective or another adverb is always placed *immediately before* the word it modifies.

Examples:

- The load is *very* heavy for a horse.
- Rama is a *rather* lazy boy.
- He struck the horse *most* cruelly.
- Do not speak *so* fast.
- The child is *too* young for school.
- You walk *too* quickly.
- He spoke *quite* angrily.

The adverb *enough* is the only exception to this rule, for it is always placed *after* the word which it modifies.

Examples:

- This is a house large *enough* for our purpose.
- Speak loud *enough* to be heard.

There is no hard and fast rule as to the exact position of an adverb which modifies a verb in a simple sentence.

Note, however, that *an adverb should generally be placed as near as possible to the word which it modifies*.

Examples:

1. He walked *fast*.
2. He *never* spoke to any one.

Note

Notice that when a verb is transitive with an object following, as in 3 and 4, the adverb usually *follows* the object.

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3. He performed his duty *creditably*.
4. I feel this insult *keenly*.
5. I could *easily* find it out.
6. I shall *certainly* miss him.
7. I have *seldom* seen such a thing.
8. I shall be *utterly* undone.

Note

Notice that the adverb is usually placed *between* the auxiliary verb and the main verb.

When an adverb modifies a *sentence*, it is usually placed in the beginning of the sentence.

Examples:

- *Fortunately*, he was not hurt.
- *Unfortunately*, he thinks too highly of himself.
- *Certainly*, you are wrong.

The word *only* is frequently misplaced. It should be placed *immediately before* the word it modifies. Note how the meaning of the sentences changes with the position og the adverb:

- *Only* he lent me a book (*i.e.*, *he* and nobody else).
- He *only* lent me a book (*i.e.*, he *lent* it; he did not give it away).
- He lent *only* me a book (*i.e.*, he lent a book to *me* and to nobody else).
- He lent me *only* a book (*i.e.*, merely a *book*, and nothing else).

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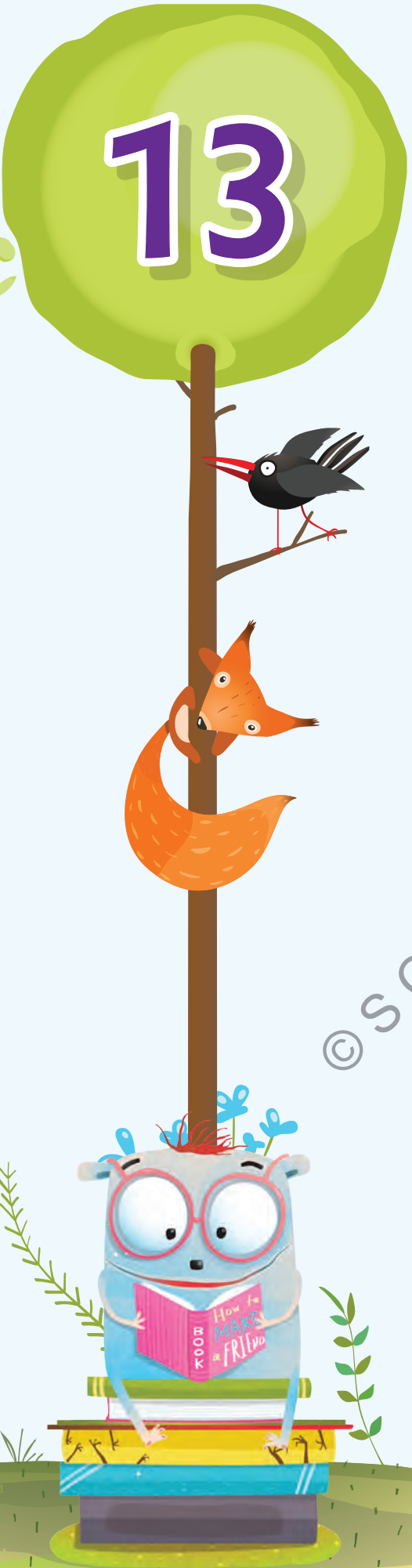
Exercise 5

Put the *adverbs* in the correct place in the following sentences.

1. The two brothers are alike (nearly).
2. He has promised to pay (faithfully).
3. There were three or four boys late (only).
4. I did not want to come (really).
5. I came to return a book (merely).
6. We can succeed by hard work (only).
7. We should speak ill of the dead (never).
8. He invited me to visit him (often).
9. I am determined to yield this point (never).
10. He charged a rupee (only).
11. Diwali comes once a year (only).
12. I have thought of marrying (often).



Prepositions

As you know, prepositions are words used to show relation. They generally show relations of *place* and *time*, as in

- The box is *on* the table.
- He arrived there *before* me.

It is clear that a word showing relationship between things can only be used before a word which stands for a thing. If a thing is said to be *near*, it must be near *something*. A noun or pronoun must therefore follow a preposition.

The noun or pronoun which follows a preposition is in the *objective* case, and is said to be *governed* by the preposition.

Use of in, at, on

We use *in* with a place (a city, town or village) when we think of it as an area. We use *at* when we see it as a point on a journey.

- We stayed *in* Mumbai for three days.
- Our plane stopped *at* Mumbai on the way to Iran. (Mumbai refers to Mumbai airport)
- How long have you lived *in* this village?
- Does the bus stop *at* that village?

We use *in* with the names of streets and *at* when we give the house number.

- They live *in* Rajaji Street.
- They live *at* 72 Rajaji Street.

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We use *on* when we think of a place as a surface.

- He sat *on* a chair.
- The rug is *on* the floor.

We also use *on* when we talk of river banks.

- Varanasi is *on* the Ganga River.

At is used for hours of the day.

- *at* 9 o'clock
- *at* 11.30 pm

We also use *at* for holiday periods.

- *at* the weekend
- *at* weekends
- *at* Christmas
- *at* Pongal

On is used for days and dates.

- *on* Sunday
- *on* 10th June
- *on* Christmas Day

In is used for months, seasons and years.

- *in* April
- *in* summer
- *in* 2004

In is also used for parts of the day.

- *in* the morning
- *in* the afternoon
- *in* the evening (but: at night)

If parts of the day are followed by days or dates, *on* is used.

- *on* Saturday afternoon
- *on* the 5th of November

Use of for, since, till

Note the use of *since* and *for* in the perfect tenses. *Since* is used with a point of time and *for* with a period of time.

- *since* 9 o'clock
- *since* last week
- *since* 2002
- *for* two hours
- *for* a fortnight
- *for* four years
- *for* a long time

I have known him { *since* 2004. / *for* five years.

Till is used for *time*, and *to* is used for *place*.

Examples:

1. They waited *till* sunset.
2. They fasted *till* the hour of prayer.
3. I slept *till* eight o'clock.
4. They wept *till* dawn.

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5. They stopped *till* the end of the day.
6. He walked *to* the end of the road.

Use of by, for

Carefully note the relations indicated by the prepositions — *by*, *for* — in the following sentences:

1. Come and sit *by* me.
2. The procession went *by* our house.
3. He travelled both *by* train and *by* bus.
4. I am taller than you *by* two inches.
5. He was killed *by* a robber.
6. I sent the parcel *by* post.
7. It is 8 o'clock *by* my watch.
8. Cloth is sold *by* the metre.
9. The village was destroyed *by* fire.
10. He will be here *by* 7 o'clock.
11. I swear *by* all I hold sacred.
12. He sailed *for* England yesterday.
13. He laboured *for* the good of humanity.
14. He died *for* his king and country.
15. He sold his watch *for* hundred rupees.
16. He was praised *for* his valour.
17. I am *for* peace.
18. The sun shines *by* day and the moon *by* night.
19. I took him *for* a gentleman.
20. *For* one enemy, he has a hundred friends.

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How Prepositions govern nouns and pronouns

Prepositions govern nouns and pronouns in the *objective* case; as,

- The teacher spoke to him.

Nouns do not have a special form for the objective case, but pronouns have.

Examples:

- *I* gave it to the *man*.
- The *man* gave it to *me*.

In these two sentences we see that the pronoun changes to *me*, but the noun (*man*) does not change its form with the change of case.

In the following sentences we see a preposition governing a pronoun and making it take the objective form.

- You should go with Hari and *me*. (Not *I*.)
- It makes no difference to either you or *him*. (Not *he*.)

Exercise 1

Fill in the blanks with the correct *pronouns*.

1. There is not much difference in age between Sohrab and _____ (he, him).
2. He has no friend but _____ (I, me).
3. Wait for Sita and _____ (I, me).
4. It makes no difference to you or _____ (I, me).
5. Between you and _____, he is losing his mind (him, he).
6. He took a photograph of _____ boys playing cricket (we, us).

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Position of Preposition

The preposition is usually placed *before* the noun or pronoun it governs, but it is frequently placed at the end of the sentence when the relative pronoun is omitted; as,

- That is the boy (whom) I was speaking *of*.

In interrogative sentences the preposition is often placed at the end; as,

- What are you talking *about*?
- What are you looking *at*?
- Who are you looking *for*?
- What is this made *of*?
- Where are you going *to*?

The preposition is also placed at the end when emphasis is required; as,

- Such conduct I am at a loss to account *for*.

Notice that prepositions are sometimes joined to verbs and *made part of them* to change their meaning or to make intransitive verbs, transitive.

- *up*hold
- *with*stand
- laugh *at*
- *out*bid
- *over*come
- boast *of*
- *with*draw
- *over*flow
- look *for*

Adverb and preposition

Note these sentences:

- The rocket went *up*.
- The little boy climbed *up* the ladder.

In the first sentence the word *up* adds something to the meaning of the verb *go*. It is therefore an adverb modifying the verb *go*.

In the second sentence the word *up* shows the relation between the 'climbing of the little boy' and 'the ladder'. It is therefore a preposition governing the noun *ladder*.

Now observe the following pairs of sentences. You will see that many words which are prepositions, when they are used *with a noun or pronoun*, are adverbs when they modify a word in the sentence.

1. There are thieves *about*. (Adv.)
   We often talk *about* you. (Prep.)
2. I have heard that *before*. (Adv.)
   He arrived there a few minutes *before* me. (Prep.)
3. He lives close *by*. (Adv.)
   I require my new coat *by* Monday. (Prep.)
4. The train is *in*. (Adv.)
   He is *in* bad health. (Prep.)
5. The flowers are coming *on*. (Adv.)
   I hope to see you *on* Tuesday. (Prep.)

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Pair Work

Work in pairs and decide which of the words in italics are *adverbs* and which are *prepositions*.

1. *After* a month he returned.
2. She arrived soon *after*.
3. Let us move *on*.
4. The book lies *on* the table.
5. He is feared by all *below* him.
6. Come down *below*.
7. The roof is *above* us.
8. He looked at the sky *above*.
9. He was only a yard *off* me.
10. Suddenly one of the wheels came *off*.

Exercise 2

Use each of the following words, first as a *preposition* and then as an *adverb*.

1. off	2. from	3. down
4. without	5. below	6. above
7. inside	8. over	9. behind
10. between	11. across	12. by
13. on	14. outside	15. about

Group Work

Read your answers to each other in small groups and discuss whether the answers are correct.

Exercise 3

Add a suitable *preposition* to complete each of the following sentences.

1. My friend lives _____ that road.
2. Do not laugh _____ me.
3. They are always kind _____ children.
4. He is fond _____ play.
5. He was guilty _____ theft.
6. His version is different _____ yours.
7. There is a garden _____ the house.
8. He lives _____ his father.
9. The child was pleased _____ the gift.
10. He is worthy _____ reward.

Group Work

Compare your answers with another student's and discuss the differences in the answers if there are any.

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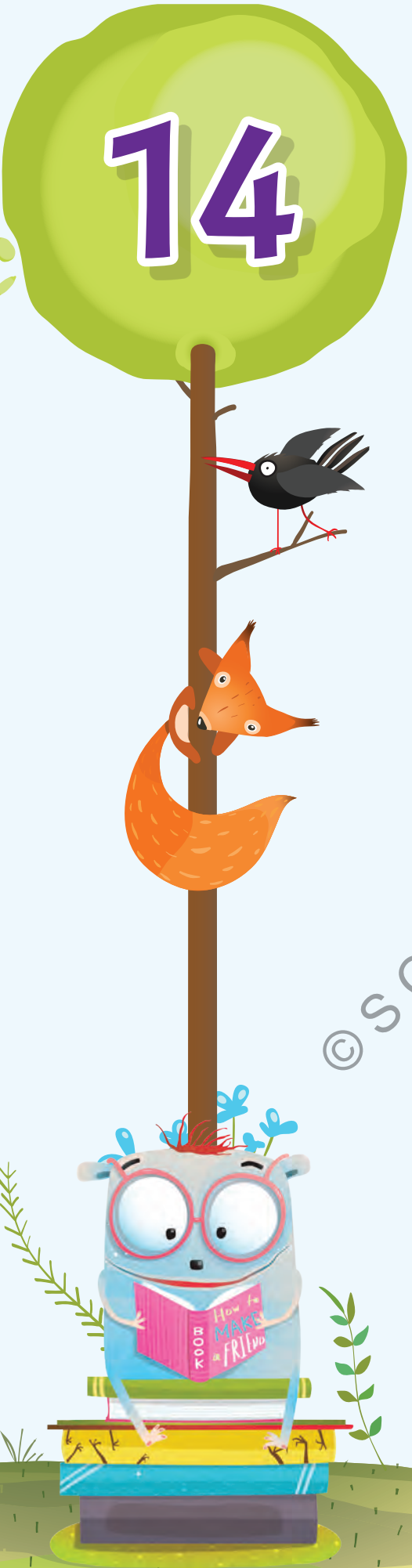
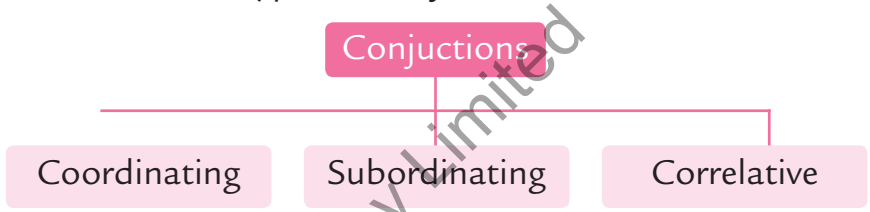


14 Conjunctions

Conjunctions are words that join other words, phrases, clauses or sentences.

There are three types of conjunctions:



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Co-ordinating Conjunctions

Look at the following sentences:

- Night came on.
- The room grew dark.

These are two *independent* sentences. They are of *equal rank* or *order*, and do not depend upon each other in any way. We join these two independent sentences with the word *and* — 'Night came on *and* the room grew dark.' Thus, *and* is a co-ordinating conjunction.

Again, look at the two sentences:

- I called him.
- He did not answer.

Let us join these independent sentences with the word *but* — 'I called him *but* he did not answer.' Thus, *but* is a co-ordinating conjunction.

Definition

We can define a co-ordinating conjunction as one that joins sentences or words of *equal rank* or *order*.

We also call a conjunction *co-ordinating* when it joins single words together (because single words must be of the same rank or order). Thus in the sentence, 'Two and two make four,' *and* is a co-ordinating conjunction.

Sub-ordinating Conjunctions

Look at the following sentences:

- My grand father has died.
- I saw you last.

We use the word *since* to join these sentences 'My grand father has died *since* I saw you last.'

Thus, *since* is a sub-ordinating conjunction because it joins two sentences which are not of equal rank or order. One of the two is dependent upon, or subordinate to the other.

The conjunctions in the following sentences are sub-ordinating:

1. I shall be surprised *if* you fail.
2. I shall not tell him *unless* he asks me to do so.
3. He is contented *though* he is very poor.
4. I eat *because* I am hungry.
5. He was frightened *when* he heard the noise.
6. You have heard *that* I lost my purse.
7. I know *where* he has gone.
8. I know *what* to do now.

Definition

We can define a subordinating conjunction as one that joins sentences of *different* rank or order, one of them being *dependent on the other*.

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Exercise 1

Classify the *conjunctions* in the following sentences as *coordinating* and *subordinating* conjunctions.

1. The king died and his son reigned.
2. We must eat or die.
3. He is amusing but vulgar.
4. He came in and I went out.
5. I failed but I tried again.
6. I shall come if I can.
7. I saw my friend as he came in.
8. You must do as you like.
9. I will come with you if you wish.
10. Since you say so, I must believe it.

Conjunctions in Pair or Correlatives

There are a few conjunctions which are used in pairs, such as,

- both... and
- not only... but also
- as many... as
- either... or
- as ... as
- no sooner... than
- neither... nor
- such... that
- rather... than

Such conjunctions are said to be correlative to each other. They get their name from the fact that they work together (co-) and relate one sentence element to another.

The conjunctions in the following sentences are correlative to each other:

- We *both* love *and* honour him.
- *Either* you *or* I must go.
- *Neither* Nikhil *nor* Jatin broke that window.
- I don't know *whether* she is here *or* not.
- *Not only* is he foolish *but also* obstinate.
- He is *as* cunning *as* a fox.
- The boy asked *such* a foolish question *that* everybody laughed at him.
- *No sooner* had I stepped out, *than* it started raining.
- She'd *rather* play the drums *than* sing.

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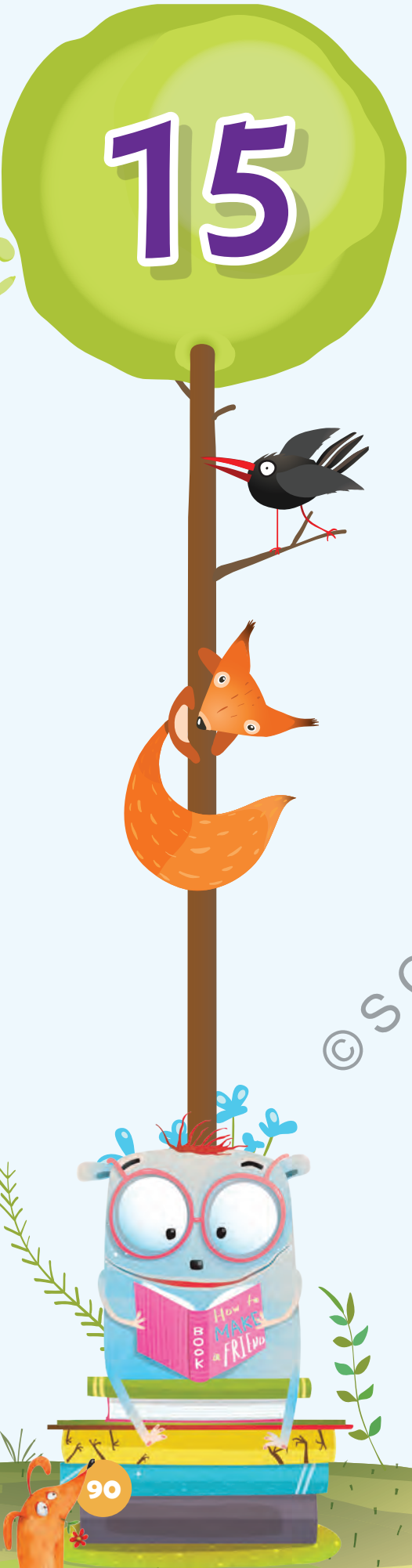
Exercise 2

Below are some common correlative conjunctions, or pairs. Make sentences with them.

1. as – as
2. both – and
3. either – or
4. neither – nor
5. not only – but also
6. whether – or

Sometimes words which are not conjunctions also do the same work. For example, the relative pronouns *who*, *which* and *that* do this joining work; as,

- Yesterday I met Saarim, *who* has grown quite tall.
- The crow dropped the cheese, *which* the fox immediately snapped up.
- He lived near a tank *that* was a nuisance.



Punctuation

Punctuation is a set of marks used in writing to clarify the meaning of a sentence or sentences.

While speaking, we use pauses and intonation to make what we say clear. Similarly, while writing, we use punctuation to show pauses and emphasis.

The most common punctuation marks in English are:

1. Full stop (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question mark (?)
6. Exclamation mark (!)
7. Quotation marks or inverted commas (‘ ’)

Full Stop

A full stop indicates the greatest pause.

1. We use a full stop at the end of assertive and imperative sentences.
   - I read in class 7.
   - Pay attention to your studies.
2. We use a full stop for abbreviations.
   - p.m.
   - U.K.

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If an abbreviation is formed with the first letter and the final letter of the full word, the full stop is omitted.

- Doctor—Dr
- Mister—Mr

3. We use a full stop in website and email addresses.
   - www.schand.com

Note

If an abbreviation with a full stop comes at the end of a sentence, you don't need to add another full stop.

- I bought pens, pencils, *etc.*

Comma

A comma indicates the shortest pause. It is used in the following cases:

1. To separate items in a series or list.
   - I have a pen, a pencil and a rubber.
   - They have been to Patna, Ranchi, Kolkata and Delhi.
2. To mark off a noun in direct address.
   - Manish, here is your book.
   - Don't cry, Maria.
3. Before and after a phrase in apposition.
   - Mr Shukla, my teacher, is retiring next month.
   - Mr A. K. Ghosh, the owner of the company, lives in Delhi.
4. To separate items in dates and places.
   - August 10, 2018
   - Ram Nagar, New Delhi
5. After the salutation and the complimentary close in a letter.
   - Dear Grandmother,
   - Yours truly,
6. To separate a reported speech from the rest of the sentence.
   - He said, 'Will you help me?'
   - The teacher said, 'Work hard.'
7. To separate a question tag from a statement.
   - You are intelligent, aren't you?
   - He is not laborious, is he?
8. To separate certain words or phrases like *however, finally, in fact, of course*, etc.
   - My father, however, was reluctant to go.
   - Of course, it is false.
9. To set off clauses where a pause is needed in reading. This is usually the case if an adverb clause comes first in a sentence.
   - If it rains, we will not play cricket.
   - He looked for the book, but he could not find it.

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Semicolon

A semicolon represents a greater pause than that indicated by a comma.

1. A semicolon is used to join two independent clauses not connected by a conjunction like *and*.
   - We can go to the museum to do some research; Mondays are pretty quiet there.
2. A semicolon is used when a conjunctive adverb or transitional phrase links two independent clauses. Some common conjunctive adverbs include *moreover*, *nevertheless*, *however*, *otherwise*, *therefore*, *then*, *finally*, *likewise*, and *consequently*.
   - The students had been advised against walking alone at night; however, Cathy thought walking wasn't dangerous if it was early in the evening.
   - I'm not all that fond of the colours of tiger lilies; moreover, they don't smell very good.
3. A semicolon is used to separate clauses, particularly if the clauses have internal commas.
   - For this flight, group A checks in with B; C and D check in with E; and F checks in with G.

Colon

A colon represents a greater pause than that indicated by a semicolon.

1. A colon is used to set off dialogue for a play or other script.
   - Principal: Kamla, why were you late this morning?
   - Kamla: The power went off, so I slept in.
2. A colon is used to separate a title from a subtitle.
   - *Roots: The Saga of an American Family*
3. A colon is used to introduce contrasting statements.
   - It was useless to try pleasing him: he criticized everything.

Question Mark

1. A question mark is used at the end of an interrogative sentence.
   - Have you talked to Prem?
   - What are you doing?
2. A question mark is used after a direct question which is inserted into a statement. If the question comes at the end, separate it with a comma.
   - The question was, was she really doing the best she could?

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If the inserted question comes in the beginning, put the question mark in the middle.

- Was she really doing the best she could? was the question.

3. When writing a series of questions, use a question mark for each item, even if items are not complete sentences.
   - The board members had to decide on a new course of action for the company. Expand? Sell out? Consider new financial reforms?

Exclamation Mark

An exclamation mark is used at end of a sentence to express an exclamation.

- What a beautiful pen you have!
- Alas! We have lost the match.

Quotation Marks

1. Quotation marks or inverted commas are used to set off a direct quotation.
   - Chandan said, 'I will win the match.'
   - The principal said, 'Don't make a noise.'
2. Quotation marks are used to set off titles of poems, articles, book chapters or essays that are part of a longer work.
   - The next chapter of the book was 'The Monster Returns from the Dead.'
   - In Lesson 2, you read the poem 'The Road Less Travelled.'
3. Quotation marks are often used with technical terms (terms used in an unusual way) or other expressions that vary from standard usage.
   - In poetry, the term 'alliteration' refers to the repetition of beginning letters of words.

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Capital Letters

1. We capitalize the first word of a sentence and the personal pronoun 'I.'
   - *W*hat should *I* do?
2. We capitalize the first word in a direct quotation.
   - He said, '*I* will help him.'
3. We capitalize the names of people.
   - *S*achin *T*endulkar
   - *R*ahul *D*ravid
4. We capitalize the names of countries, races, languages, and nationalities.
   - *I*ndia, *T*amil, *F*rench

5. We capitalize the names of religions.
   - *I*slam
   - *B*uddhist
6. We capitalize the names of months, days of the week, but not seasons.
   - *M*arch
   - *M*onday
   - but *s*ummer
7. We capitalize the names of organizations, clubs, historical events and periods of time.
   - *R*otary *C*lub
   - *M*iddle *A*ges
   - *U*nited *N*ations
   - *T*he *F*rench *R*evolution
8. We capitalize titles of movies, books, magazines, plays, newspapers, and poems.
   - *O*liver *T*wist
   - *H*industan *T*imes
   - *I*ndia *T*oday
   - *H*arry *P*otter

Exercise

Rewrite the following sentences using punctuation marks and capital letters, wherever required.

1. having run out of rice Mukesh hurried to the store before it closed
2. Yes wed be happy to accept your invitation to dinner
3. Ill be in to see mr gopal at ten a m
4. Neha Rani and Kavita are going to kashmir in december
5. my physics class is held on every tuesday and Thursday
6. my schedule will include the following classes physics chemistry biology and mathematics
7. its a beautiful day today in delhi but its been raining in janakpuri since last night
8. Rakesh Mehra m d will be the guest speaker at the womens club luncheon
9. My sister said that i made a faux pas is that good or bad
10. I got up made breakfast loaded the dishwasher and went grocery shopping
11. is your favorite teacher mr darshan mr negi or mr chandan
12. How can we answer all these questions in 30 minutes asked rupa
13. Drinks on the menu included the following hot chocolate iced tea and lemonade
14. youll have to read the instructions first otherwise the project wont turn out well
15. In the sixth round the champion is leading hes won four rounds
16. The colours in the curtains are yellow orange beige and tan
17. John bought a new house on n w 41st street but he cant move in until october
18. we have branches in pittsburgh pennsylvania columbus ohio and wilmington delaware

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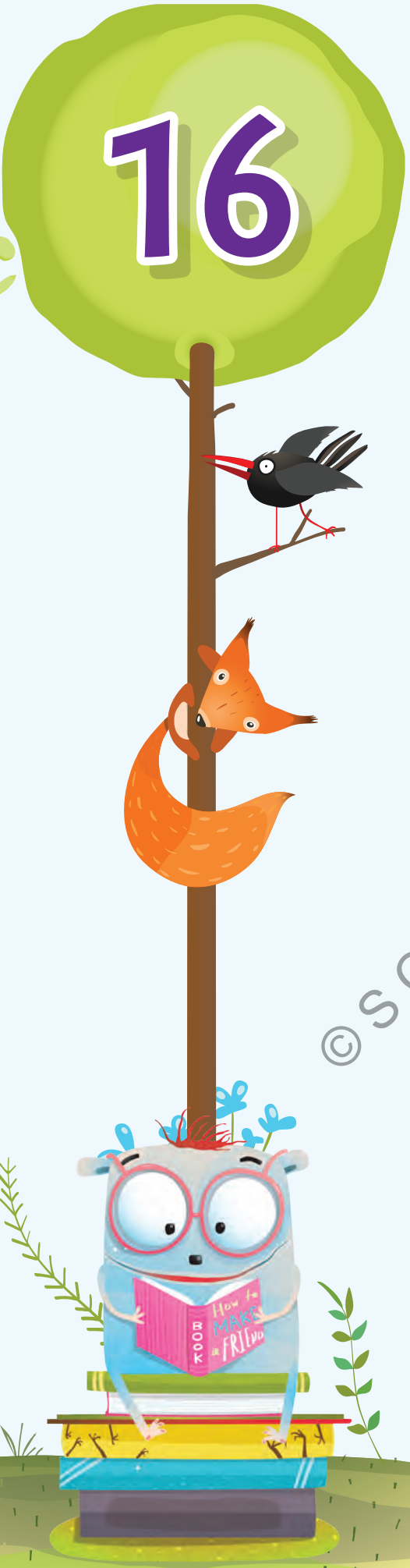
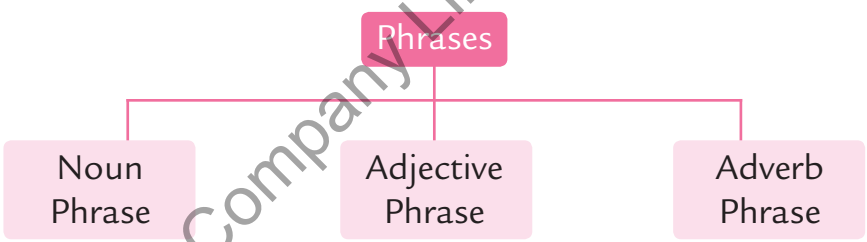


Types of Phrases and Clauses

We have read earlier how a phrase and a clause are the building blocks of a sentence. Let us read more about them.

Types of Phrases

There are three kinds of phrases



Noun Phrase

A phrase which acts as a noun in a sentence is called a noun phrase. A noun phrase contains a noun along with other related words (modifiers and determiners).

Look at the following sentences and note the phrases in italics.

- I need *a new calculator*.
- *Collecting stamps* is his hobby.

In the above sentences the italicised phrases act as a noun. Hence they are noun phrases.

Adjective Phrases

A phrase which acts as an adjective in a sentence is called an adjective phrase. Like an adjective, it modifies a noun or a pronoun. It contains adjectives, modifiers and other words modifying the noun or pronoun.

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Look at the following sentences and note the phrases in italics.

- The book *with a red cover* is very useful.
- The man *covered with sweat* trudged his way home.

In the above sentences the italicised phrases describe the noun, and act as adjectives. Hence they are adjective phrases.

Adverb Phrase

A phrase which acts as an adverb in a sentence is called an adverb phrase. Apart from adverbs, an adverb phrase also contains other words such as noun, verb, preposition and modifiers. These words function like an adverb in the sentence.

Look at the following sentences and note the phrases in italics.

- He drives *very carefully*.
- We waited *for two hours*.

In the above sentences the italicised phrases describe the verbs, and act as adverbs. Hence they are adverb phrases.

Exercise 1

Identify the *phrase* in each of the following sentences and write its kind.

1. He bought a decent white shirt. _____
2. This is a question of great importance. _____
3. I thank you with all my heart. _____
4. She hopes to win the first prize. _____
5. My brother is a man of few words. _____
6. He will leave in a short while. _____
7. Houses are unbelievably expensive now. _____
8. The girl in the brown frock is my sister. _____
9. Did you enjoy watching the match? _____
10. She always drives with care. _____
11. He was a man of few words. _____
12. The principal was a woman of friendly disposition. _____

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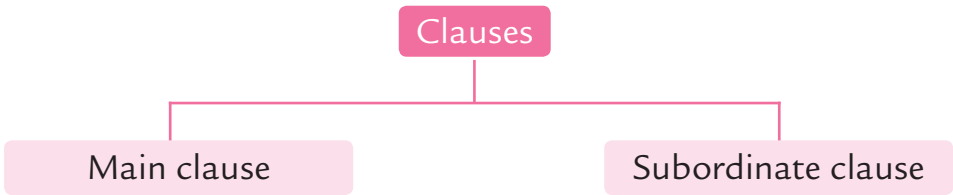
Types of Clauses

Broadly there are two kinds of clauses.



Main clause and Subordinate clause

Study the following sentences:

- They played.
- When the sun came out.

Each part contains a subject and a predicate of its own, and forms part of a larger sentence — They played when the sun came out. Each part is therefore a clause.

Notice that the clause, *They played*, makes good sense by itself, and hence can stand by itself as a complete sentence. A clause that makes good sense by itself and can stand alone is called the principal or main clause.

The clause, *when the sun came out*, cannot stand by itself. It is, therefore, dependent on the main clause, *They played*. A clause that cannot stand by itself and does not make complete sense is called the dependent or subordinate clause.

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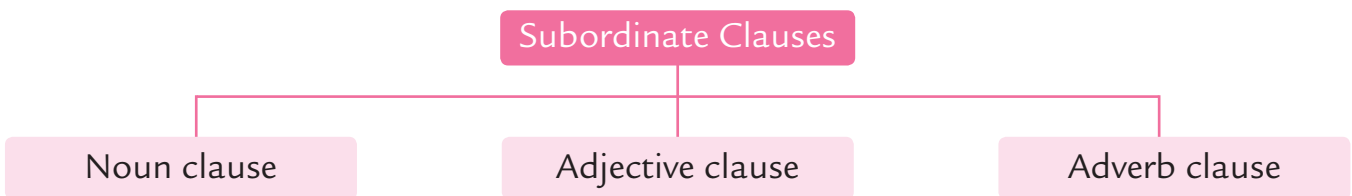
Exercise 2

Identify the underlined clauses as *dependent* or *independent*.

1. John did his homework before he went to bed.
2. If you help me, I will help you!
3. She is very fit because she goes running every day.
4. Can you tell me why you said that?



A noun clause is a group of words which contains a subject and a predicate of its own, and does the work of a noun.

- I expect *that I shall get a prize*.

An adjective clause is a group of words which contains a subject and a predicate of its own, and does the work of an adjective.

- He died in the village *where he was born*.

An adverb clause is a group of words which contains a subject and a predicate of its own, and does the work of an adverb.

- You cannot watch the movie *until you finish your homework*.

Exercise 3

Identify the *noun clauses* in the following sentences.

1. I wondered what he was doing there.
2. He replied that he wouldn't come.
3. That honesty is the best policy is a well-known fact.
4. I expected that I would get the first position.
5. Do you know what he wants?
6. I will not make the same mistakes that you did.

Exercise 4

State whether the underlined parts are *noun clauses*, *adjective clauses* or *adverb clauses*.

1. We should leave <u>when the clock strikes two</u>. _____
2. <u>Since you are coming over</u>, bring your bike as well. _____
3. <u>Whoever is the last one to leave</u> locks all the doors. _____
4. The books <u>that are on the shelf</u> need dusting. _____
5. The reason <u>why he cried</u> is still unknown. _____
6. Give him <u>what he wants</u>. _____
7. Sam took notes <u>while being taught to cook</u>. _____
8. I will help you get started <u>even when I'm sick</u>. _____
9. The books <u>which the teacher assigned</u> were very expensive. _____
10. The books <u>my grandmother read</u> were mainly religious. _____

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Sentences: Simple, Compound & Complex

Simple Sentence

Read the following sentence:

- Rahul had a dog.

The sentence contains only one subject, 'Rahul', and one finite verb, 'had'.

Definition

Such a sentence as this, which contains only *one* subject and *one* finite verb, is called a simple sentence.

Compound Sentence

Read the following sentences:

- He came in and I went out.
- Night came on and rain fell heavily and we all got wet.

The first sentence is made up of two statements of simple sentences joined together by the conjunction *and*:

1. He came in. 2. I went out.

These two statements are of equal rank; that is, neither of them is inferior to, or dependent on, the other. They are, therefore, said to be co-ordinate to each other.

Definition

Such a sentence as this, which is made up of clauses of *equal rank*, is called a compound sentence.

The second sentence is also a compound sentence. It is made up of three clauses of equal rank, *viz.*:

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1. Night came on.
2. Rain fell heavily.
3. We all got wet.

We may now define a compound sentence as one that is made up of two or more *co-ordinate* clauses, or clauses of *equal rank*.

Note

The term double is now used for a sentence which is made up of *two* co-ordinate clauses, and the term multiple for a sentence made up of *more than two* co-ordinate clauses.

Complex Sentence

Read the following sentence:

- I don't know where he has gone.

The sentence contains two statements, *viz.*:

1. I don't know.
2. Where he has gone.

Clearly these two statements are *not* of equal rank; the second statement is *dependent on* the first statement for making sense.

The dependent statement, 'where he has gone', is called a dependent or subordinate clause, and the statement, 'I don't know', is called the principal or main clause.

The principal clause contains the main verb of the sentence.

Now read the following sentence:

- When he entered the room he saw what had happened.

The sentence contains three statements, *viz.*:

1. He saw.
2. What had happened.
3. When he entered the room.

Clearly the second and the third statements are dependent on the first statement 'He saw'.

'He saw' is therefore the principal clause, and 'When he entered the room' and 'what had happened' are subordinate clauses.

Definition

We may now define a complex sentence as one that contains one principal clause and one or more *subordinate* or *dependent* clauses.

The subordinate clause 'when he entered the room' does the work of an adverb, and is therefore an adverb clause.

The subordinate clause 'what had happened' does the work of a noun, and is therefore a noun clause.

Such a sentence as the one which we have now examined is also called a complex sentence.

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Read the following sentences:

1. One evening, in times long ago, old Philemon sat at his cottage door, enjoying the calm and beautiful sunset.
2. The innocent were punished as well as the guilty.
3. The dog could not run because it was wounded.

The first sentence contains only one subject (*old Philemon*), and one finite verb (*sat*). It is, therefore, a simple sentence.

The second sentence contains two clauses of equal rank, *viz.*:

1. The innocent were punished. 2. The guilty (were punished).

It is therefore a compound (or double) sentence.

The third sentence contains one principal clause, 'The dog could not run', and one subordinate clause, 'because it was wounded'. It is therefore a complex sentence.

Exercise 1

Write whether the following sentences are simple, compound (double or multiple) or complex.

1. Old Mother Hubbard went to the cupboard to get the poor dog a bone.
2. Joe waited for the train.
3. Mary and Samantha took the bus.
4. People who eat too much die early.
5. Either you are mistaken, or I am.
6. He was caught in a shower as he was returning from school.

Exercise 2

State which of the following sentences are compound, and which are complex. In the case of a compound sentence separate the co-ordinating clauses of which it is made up, and mention the conjunction connecting these clauses. If a sentence is complex, divide it into its clauses, and state the principal clause and the subordinate clause or clauses.

1. Man is guided by reason, and beasts by instinct.
2. He trudged on, though he was tired.
3. The Commons passed the bill, but the Lords threw it out.
4. He will yield neither to force nor to persuasion.
5. The man who stole your purse has been arrested.
6. The police must know where he is living.

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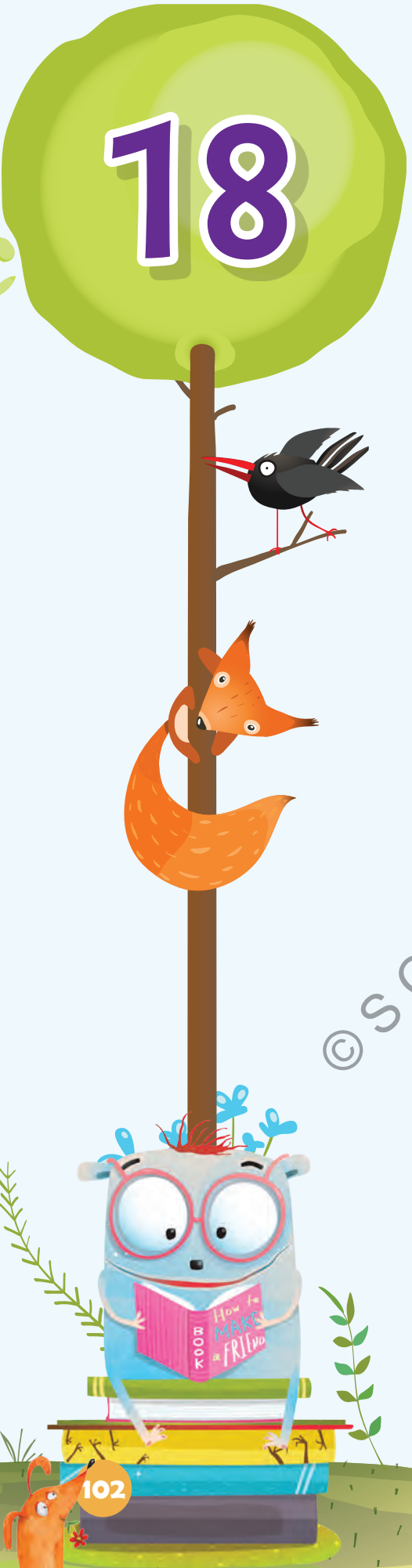

Sentence Analysis I

We have read about Subject and Predicate in our earlier classes. We know that every sentence has a subject and a predicate, or it is not considered a complete sentence. The subject of a complete sentence is who or what the sentence is about, and the predicate tells something about that subject. Here we will read more about them.

Simple Subjects and Predicates

We can categorize subjects and predicates into simple or compound.

Study these sentences:

1. Sam had a little pet dog.
2. Little Hari is the cleverest boy in the class.
3. The poor old woman gets little food.

Which is the subject in sentence 1? — *Sam*.
Which is the subject in sentence 2? — *Little Hari*.

In sentence 2 the subject consists of more than one word. Which is the most important word in the subject? The noun Hari is clearly the most important word in the subject: without it we cannot form the subject. We call it therefore the subject-word or the simple subject to distinguish it from the complete subject.

- Which is the subject in sentence 3? — *The poor old woman*.

Here the noun *woman* is the most important word in the subject. Therefore the noun *woman* is the subject-word or the simple subject.

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We now divide or analyse the above sentences, italicising the simple subject.

No.	Subject	Predicate
1.	Sam	had a pet dog.
2.	Little *Hari*	is the cleverest boy in the class.
3.	The poor old *woman*	gets little food.

Exercise 1

Divide the following sentences into subject and predicate, and underline the *subject* word.

1. The foolish crow tried to sing.
2. Bad boys hide their faults.
3. My new watch keeps good time.
4. The hungry child wept bitterly.
5. Little Bo-peep has lost her sheep.
6. A cold wind blew last night.
7. Your book lies on the desk.
8. Old Tubal Cain was a man of might.
9. Small people love to talk of the great.
10. The morning sun shall dawn again.
11. The little lamb followed Mary everywhere.
12. The old woman looks unhappy.

The Simple Predicate

Study these sentences:

1. Birds fly.
2. The boss replied angrily.
3. She writes her copybook neatly.

What is the predicate in sentence 1? — *fly*.
What is the predicate in sentence 2? — *replied angrily*.

In sentence 2 the predicate consists of more than one word. What is the most important word in the predicate? The verb *replied* is clearly the most important word in the predicate: without it we cannot form the predicate. We call it the simple predicate or the predicate-verb to distinguish it from the complete predicate.

What is the predicate in sentence 3? — *writes her copybook neatly*. What is the most important word in the predicate? The verb *writes*.

Notice that every predicate is either a verb or contains a verb, because no predicate can be formed without a verb.

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We now break up or analyse the above sentences, putting the verb in a separate column.

No.	Subject	Predicate	
		Verb	Rest of Predicate
1.	Birds	fly.	
2.	The boss	replied	angrily.
3.	She	writes	her copybook neatly.

Note that in sentence 1 the predicate is simply a verb.

Enlargement of the Subject

Note these sentences:

1. Bad boys hide their faults.
2. Shirin's mother is ill.
3. The village master taught his little school.

Definition

The adjective *bad* which goes with the subject-word *boys* is called in analysis the enlargement of the subject.

Which is the complete subject in sentence 1? — *Bad boys*.
Which is the subject-word? The noun *boys*.
Which is the complete subject in sentence 2? *Shirin's mother*.
Which is the subject-word? — *mother*. The word *Shirin's* which goes with the subject-word is the *enlargement of the subject*.
Which words go with the subject-word in sentence 3?

Now examine how we break up or analyse the above sentences.

No.	Subject		Predicate	
	Subject-word	Enlargement of subject	Verb	Rest of Predicate
1.	boys	Bad	hide	their faults.
2.	mother	Shirin's	is	ill.
3.	master	1. The 2. Village	taught	his little school.

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Extension of the Predicate

Note these sentences:

1. The boss replied angrily.
2. She writes her copybook neatly.
3. You have done your lesson well.

Definition

The adverb *angrily* which goes with the predicate *replied* is called in analysis the extension of the predicate.

Which is the predicate in sentence 1? — *replied angrily*.
Which is the verb in this predicate? — *replied*.
Which is the predicate in sentence 2? — *writes her copybook neatly*.
Which is the verb in this predicate? — *writes*.

The adverb *neatly* goes with the verb *writes*. It is therefore the extension of the predicate.

Which is the extension of the predicate in sentence 3?

Now carefully examine how we break up or analyse the above sentences.

No.	Subject		Predicate		
	Subject-word	Enlargement of subject	Verb	Extension Predicate	Rest of Predicate
1.	boss	The	replied	angrily	
2.	She		writes	neatly	her copybook
3.	You		have done	well	your lesson

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Note that we now make a separate column for the extension of the predicate.

Exercise 2

Analyse the following sentences.

1. Hari runs swiftly.
2. The girl sings beautifully.
3. The servants are paid monthly.
4. I know him well.
5. He has come back.
6. I shall return soon.
7. The hungry child wept bitterly.
8. My uncle lives there.
9. He hit the ball hard.
10. He spends his money foolishly.

Sentence Analysis II

We know that while analysing a Simple sentence it can be broken into several aspects as:

- Subject word
- Verb
- Extension of predicate
- Enlargement of subject
- Predicate

Let us read about analysis of simple sentences in more detail in this chapter.

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Enlargement of the Object

Read these sentences:

1. She writes her copybook neatly.
2. You have done your lesson well.
3. A barking sound the shepherd hears.

What is the predicate in sentence 1?
Writes in her copybook neatly.

Now let us examine each word of the predicate.

writes	Verb
neatly	Extension of predicate
copybook	Object

Definition

The word *her* which goes with the object *copybook* is called in analysis the enlargement of the object.

In sentence 2 the word *your* which goes with the Object *lesson* is the enlargement of the object.

Now observe how we break up or analyse these sentences.

Subject		Predicate			
Subject-word	Enlargement of subject	Verb	Object	Enlargement of object	Extension of Predicate
She		writes	copy-book	her	neatly
You		have done	lesson	your	well
shepherd	the	hears	sound	1. A 2. barking	

Exercise 1

Analyse the following sentences.

1. The cow loves her calf.
2. Children should obey their parents.
3. The spider has eight legs.
4. The hungry child wept bitterly.
5. I badly want some money.
6. The boy made the kite cleverly.
7. The children found a bird's nest.
8. Somebody has just stolen my new watch.
9. Aladdin had a wonderful lamp.
10. I met a little cottage girl.

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The Complement

When I say 'The baby laughs,' you understand what I mean. The sentence makes complete sense.

But when I say 'The baby is,' you want to know *what* the baby is. The group of words 'The baby is' does not make complete sense. Why? Because the verb 'is' does not make good sense alone; it requires a word after it (such as the word 'happy') to complete its meaning.

Definition

Such a verb as 'is,' which does not make good sense alone, is called an incomplete verb or verb of incomplete predication, and the word 'happy' which *completes* its meaning is called its complement.

The following sentences contain some other incomplete verbs. Notice that the complement is a noun, or an adjective, or a pronoun.

- He appears a *rogue*.
- Peel became *minister*.
- Rama became *sad*.
- The sky grew *dark*.
- She seems *unhappy*.
- He looked *pale*.
- It is *him*.

When you analyse a sentence containing a verb of incomplete predication, put the *complement* in a separate column. See the table below:

No.	Subject	Predicate	
		Verb	Complement
1.	Ram Singh	is	a soldier
2.	He	became	angry

Exercise 2

Underline the *verb* and circle the *complement* in each of the following sentences.

1. The rumour seems true.
2. The nights became cold.
3. The child fell asleep.
4. At last the sea became calm.
5. The mangoes taste delicious.
6. One of the eleven fell ill.
7. The old woman looks unhappy.
8. The poor coolie seems tired.
9. The wind is cold.
10. The boys made a noise.
11. The report proved false.
12. The poor woman went mad.

Analysis of Simple Sentences

Examine how the following sentences are analysed:

- My little brother has learnt to read.
- She gave him food.
- I am going home.
- Where shall we go?
- The jury found him guilty.

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Subject		Predicate			
Subject-word	Enlargement of subject	Verb	Object	Complement	Extension of Predicate
brother	1. My 2. little	has learnt	to read		
She		gave	1. him 2. food		
I		am going			home
We		shall go			where
jury	The	found	him	guilty	

Note that in sentence 2 the verb has *two* objects.

Exercise 3

Analyse the following sentences.

1. The boy did the sum cleverly.
2. The children found a peacock's feather.
3. The poor old man seems tired.
4. My new gold watch keeps good time.
5. Do not talk such nonsense.
6. The post has already come today.
7. I have walked miles.
8. Many lay dead.
9. We taught the dog tricks.
10. Call the man back.
11. The dog followed the girl patiently everywhere.
12. The boys elected him captain.

Read the following sentences:

1. Gardens with cool shady trees surround the village.
   (*What* gardens? — *with cool shady trees*.)
2. Houses built of stone are strong. (*What* houses? — *built of stone*.)
3. Permission to play games was granted. (*What sort of* permission? — *to play games*.)

Note that, in each of the above sentences, the enlargement of the subject is a *group* of words.

Now, examine this sentence:

- Wild beasts in small cages are a sorry sight.

Here there are two enlargements of the subject: 1. Wild, 2. in small cages

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Exercise 4

Underline the *enlargements of the subject* in the following sentences.

1. The book on the desk is mine.
2. A book in big type is easy to read.
3. The mangoes in that basket are ripe.
4. The house by the river is for sale.
5. The lion in the den is old.
6. The man of wealth should help the poor.
7. The tops of the mountains were covered with snow.
8. The crowd in the bazaar was very noisy.
9. All the shops in the market were closed yesterday.
10. Fearing to be caught in the rain, we returned.

Note that in each of the following sentences, the enlargement of the object is a *group* of words:

- The Eskimos make houses *of snow and ice*.
- I met him *coming down the street*.
- I saw cords *stretched across the road*.

Now study this sentence:

- Have you seen the man in the moon?

Here there are two enlargements of the object: 1. the, 2. in the moon

Exercise 5

Underline the *enlargements of the object* in the following sentences.

1. The children have read the story of Ali Baba.
2. Have you seen a rose without a thorn?
3. I saw a boy eating figs.
4. Soldiers guarded the entrance of the castle.
5. Once I saw a man with a wooden leg.
6. I shall buy that bunch of flowers.
7. He wore a turban of red silk.
8. We reached a path covered with mud.

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9. Nobody likes a person with a bad temper.
10. The architect drew a plan for the house.

Read the following sentences:

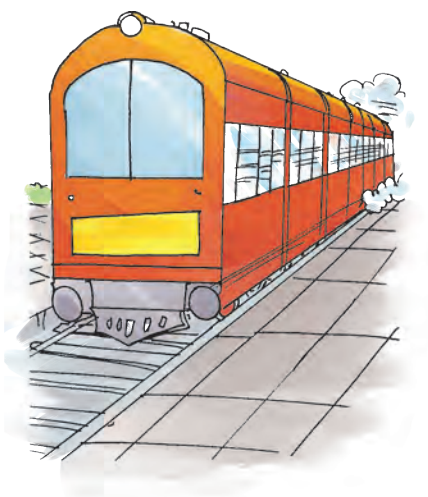
1. He ran with all his might. (Ran *how*? — *with all his might*.)
2. He ran down the street. (Ran *where*? — *down the street*.)
3. He ran to catch a thief. (Ran *why*? — *to catch a thief*.)
4. He returned after an hour. (Returned *when*? — *after an hour*.)

Note that, in each of the above sentences, the extension of the predicate consists of a group of words.

Exercise 6

Underline the *extension of the predicate* in each of the following sentences.

1. She spoke in a whisper.
2. The farmer's wife jumped out of bed.
3. The train is going at full speed.
4. The picture hangs on the wall.
5. The boy stood on the burning deck.
6. He acted against my advice.
7. The man rode on a white horse.
8. He cut his finger with a penknife.



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Revision Test 3

A. Which of the italicised words are *adverbs* and which are *prepositions*? Give reasons for your answer.

1. He arrived *before* me.
2. I could not come *before*.
3. The book lies *on* the table.
4. Let us move *on*.
5. The path leads *through* the woods.
6. I have read the book *through*.
7. Sit *by* me.
8. Stand *by*.
9. Let us stand *behind*.
10. There is someone *behind* the door.

B. Fill in the blanks with suitable *prepositions*.

1. He is sure _____ success. He is prepared _____ the worst.
2. He is labouring _____ a misapprehension.
3. She is free _____ prejudice.
4. He is accused _____ disorderly behaviour.
5. He is accountable _____ his master.
6. He is satisfied _____ what he has.
7. He is involved _____ difficulties.
8. He is familiar _____ Arabic literature.
9. He is fond _____ children.
10. He is provided _____ paper, pen and ink.

C. Fill in the blanks with appropriate *conjunctions*.

1. Be just _____ fear not.
2. I ran fast, _____ I missed the train.

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3. Make haste, _____ you will be late.
4. _____ you try, you will not succeed.
5. I am sure _____ he said so.
6. Wait _____ I return.
7. He was punished _____ he was guilty.
8. He will not pass the exam _____ he studies hard.

D. Underline the *enlargement of the subjects* in the following sentences.

1. The man with a white cap is a teacher.
2. The boy with a big head is my cousin.
3. Birds of a feather flock together.
4. A hope to win gives great courage.
5. Dr Radhakrishnan, our president, was a great philosopher.
6. Honest persons are generally happy.

E. Underline the *extension of predicates* in the following sentences.

1. He works very sincerely.
2. The horses ran side by side.
3. Everybody wishes to prosper.
4. The mother cooked the food nicely.
5. Having finished the work, they went home.
6. Neha dances gracefully.

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Comprehension

To comprehend is to understand. Comprehension exercises are intended to test and improve your ability to understand.

Keep the following points in mind while attempting comprehension passages.

- Read the passage carefully to get the central idea.
- Read the passage again so as to know the details.
- Study the questions. Turn to the relevant portions again, as you read the questions.
- When you have found all the answers, write them down.
- Do not add anything on your own.

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Exercises

1. Read the following story and answer the questions that follow.

   A tortoise was resting under a tree, on which a bird had built its nest. The tortoise spoke to the bird mockingly, 'What a shabby home you have! It is made of broken twigs, it has no roof, and looks crude. What's worse is that you had to build it yourself. I think my house, which is my shell, is much better than your pathetic nest.'

   'Yes, it is made of broken sticks, looks shabby and is open to the elements of nature. It is crude, but I built it, and I like it.'

'I guess it's just like any other nest, but not better than mine,' said the tortoise. 'You must be jealous of my shell, though.'

'On the contrary,' the bird replied, 'my home has space for my family and friends; your shell cannot accommodate anyone other than you. Maybe you have a better house. But I have a better home,' said the bird happily.

Moral: Better a crowded hut than a lonely mansion.

A. Answer the following questions on the basis of your understanding of the above passage.

1. Where did the bird build its nest?
2. With what did the bird make its nest?
3. What was the tortoise mocking at?
4. Where does the tortoise live?
5. What was the bird's reply when the tortoise made fun of its house?

B. Write true (T) or False (F) for each of the following statements.

1. The bird was jealous of the tortoise's shell. ☐
2. The bird's nest was shabby as it was made of broken twigs and sticks. ☐
3. The tortoise was mocking at the bird's nest. ☐
4. The tortoise was vain and rude. ☐
5. The bird worked hard and took care of his family. ☐

C. Find a word from the above passage which means the same as

1. rough
2. feeble
3. fit in
4. making fun of

D. Have a discussion in class on the difference between 'house' and 'home'.

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II. Read the following passage.

Have you ever wondered how to score the perfect goal?

Football, which is also known as soccer, must be played with passion and power. So, how can you make your long shots powerful? Here's Beckham's secret. Step past the ball with your non-kicking foot. Swing your hips through and kick hard.

Beckham eats good food, drinks lots of water and exercises every day to stay healthy. He plays football and does some running, cycling and weight training.

Beckham's winning attitude is: 'I've always concentrated on what my job is more than anything, more than how good the other team is. If you do your job, then there's nothing else.'

Beckham joined Manchester United, a popular English football team, and gradually became a professional player which means he was paid to play football. He has, since then, played several marvellous matches around the world.

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A. Answer the following questions.

1. How should one play football?
2. What does Beckham do to keep himself healthy?
3. What is meant by a professional player?
4. What was Beckham's winning attitude?
5. What was Beckham's secret of making long shots powerful?

B. Fill in the blanks with the correct word.

1. Football is also known as _____.
2. Beckham joined a popular English football team named _____.
3. Other than playing football, Beckham does _____, _____, and _____.

III. Read the following description of an event.

In April 1930, a 61-year-old man wearing a dhoti and armed with nothing but a walking stick picked up a handful of freshly made salt from the western coast of India, and shook the foundation of the mighty British Empire. His name was Mohandas Karamchand Gandhi.

British prevented any Indian from making or selling salt. Earlier, many people living near the sea had made their own salt from sea water. Now they had to buy it from the government. And Gandhiji thought that it was the most unfair law and so did many other people all over the country.

Gandhiji decided to break the salt law by marching to the sea and making salt himself. Now salt is something that everybody uses. So Gandhiji felt that thousands would join him in his protest march—the rich and the poor, as well as people from all castes and religions. Once they did that, he was sure they would remain with him in the fight for freedom.

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A. On the basis of your understanding, answer the following questions.

1. What did Gandhiji do in April 1930?
2. What prevented people living near the sea from making their own salt from sea water?
3. What did Gandhiji carry with him?

4. How did Gandhi break the salt law imposed by the British?
5. Who were the people who Gandhiji thought would join him in his protest march?
6. Make a sentence of your own with the word 'protest'.

B. Complete the sentences with words and phrases from the passage.

1. British prevented any Indian from _____.
2. Gandhiji was _____ year old when he broke the salt law.
3. The law passed by the British was that _____.

C. Make a sentence of your own with the following words:

1. foundation
2. unfair

IV. Read the following story 'Birbal Shortens Road' carefully.

Emperor Akbar was travelling to a distant place along with some of his courtiers. It was a hot day and the emperor was tired of the journey.

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'Can't anybody shorten this road for me?' he asked, querulously.

'I can,' said Birbal.

The other courtiers looked at one another, perplexed. All of them knew there was no other path through the hilly terrain.

The road they were travelling on was the only one that could take them to their destination.

'You can shorten the road?' said the emperor. 'Well, do it.'

'I will,' said Birbal. 'Listen first to this story I have to tell.'

And riding beside the emperor's palanquin, he launched upon a long and intriguing tale that held Akbar, and all those listening, spellbound. Before they knew it, they had reached the end of their journey.

'We've reached!' exclaimed Akbar. 'So soon!'

'Well,' grinned Birbal, 'you did say you wanted the road to be shortened.'

A. On the basis of your understanding of the story, answer the following questions.

1. What was Emperor Akbar doing on that hot day?
2. Why do you think he was tired?
3. What did he wish for?
4. What did Birbal say he would do?
5. How did Birbal manage to keep his promise?

B. Write synonyms for the following words from the passage.

1. grin
2. perplexed
3. querulously
4. intriguing

V. Read the story of 'The Cunning Bats' carefully.

Many years ago, the members of the jungle did not have any King. The animals said, 'The lion must be the King of this jungle.' While the birds said, 'The Hawk must be the King.' There were many discussions and debates, but no final decision could be taken.

The bats were cunning. They approached the animals and said, 'Since we too are animals, we would like our dear lion to be the King. He is surely the most powerful among us.' And the animals thought that the bats were on their side.

The bats then went to the birds. 'Since we are birds, our dear Hawk must be the King of this forest. He is so royal and dignified,' they said. And the birds thought that the bats were on their side.

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A few days went by. One day the birds came to know that the cunning bats were not honest. They informed the animals about this. 'So the bats think they are clever, let us teach them a good lesson,' said the animals.

So, the next day, the birds and the animals made peace with each other. The lion was made the King. The newly crowned King addressed the bats, 'You must choose the group to which you belong.' The bats thought. 'We must join the animals because the lion is the King.'

'We are animals!' the bats announced. 'But you have wings. No animal has wings. You must join the birds,' said all the animals. 'Bats have babies. They do not lay eggs. And birds lay eggs. Since the bats give birth to young babies without eggs, they cannot be birds,' said the birds.

The bats felt helpless. They just stood there, not knowing what to do.

Since then, the cunning bats have been hiding during the daytime in deserted places. They come out for food only at night when others are asleep.

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A. On the basis of your understanding of the above story, answer the following questions in one line.

1. What was being decided in the forest?
2. Who were the two candidates nominated for being the king?
3. Whom did the bats want to be the king?
4. Why did the bats feel helpless?

B. Answer the following questions in detail.

1. Why were the bats called cunning?
2. Why did the birds not include the bats in their group?
3. What reason did the animals give for not including the bats in their group either?
4. Why do the bats hide during the daytime in deserted places?
5. What according to you are bats: animals or birds? Give reasons for your answers.

VI. Read the passage carefully.

Did you meet God? This was a question Rakesh Sharma, the first Indian to travel into space, often faced from admirers at home after he returned to Earth in 1984.

'I would say, no, I hadn't met God,' he said.

More than three decades later, fact and fiction blur easily with his modern-day fans when they meet Mr Sharma, 68.

'Now many young mothers introduce me to their kids and tell them, "This uncle has been to the Moon." '

But Mr Sharma can never forget the hysteria after he returned from space. He criss-crossed the country and lived in hotels and guest houses. He posed for pictures and gave speeches. Elderly women blessed him; fans tore his clothes and sought autographs. Politicians paraded him in their constituencies for votes; and authorities sent him on holiday to a national park in searing 45°C (113°F) temperatures.

'It was completely over the top. It left me irritated and tired. I had to keep a smile on my face all the time,' he recounts.

Mr Sharma wears his achievements and fame lightly. He joined India's air force at 21 and began flying supersonic jet fighters. He had flown 21 missions in the 1971 war with Pakistan before his 23rd birthday. By 25, he was a test pilot. He travelled into space at 35, the first Indian and the 128th human to do so.

'I had pretty much done it all before I went into space. So when the opportunity came, I went along. It was that simple.'

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A. On the basis of your understanding of the above passage, answer the following questions briefly.

1. Who is Rakesh Sharma?
2. What was his contribution in the 1971 war?
3. How do mothers introduce him to their children?
4. What was his age when he went to the space?

B. Answer the following questions in detail.

1. Write about the achievements of Rakesh Sharma.
2. How was he treated after he came back from the space?
3. What left him irritated and tired?

C. Find words from the passage that mean the same as the following:

1. confront
2. chance
3. ask for
4. old

VII. Read the following passage carefully on 'Republic Day Celebration' in schools.

Republic Day celebrations take place with patriotic fervour and zest in schools as the children in all grades learn about India's political history, freedom struggle and the Constitution as a part of their curriculum. They learn how the great sons of the motherland have fought to attain freedom and make India a sovereign state. Therefore, the children feel inspired and participate actively in the Republic Day ceremony and celebrations.

A March Past is conducted by the students from various sections while the school choir sings patriotic songs. Then the National Flag is hoisted by the Chief Guest, and the Principal, teachers, school staff and students from different grades and classes join together in the singing the National Anthem, *Jana Gana Mana* and the National Song, *Vande Mataram*. The National Pledge which is an oath of allegiance to the Republic of India is recited by one and all to mark the occasion.

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A. On the basis of your understanding of the passage, answer the following questions.

1. What do children learn from the Republic Day celebrations?
2. Who hoists the national flag in schools on Republic Day?
3. What are the songs sung on this day?
4. What do all recite together on this day?
5. Name two activities that are conducted on Republic Day.

B. Make a sentence of your own with the following words.

1. fervour
2. zest
3. sovereign
4. curriculum

VIII. Read the following passage on 'Oral Health'.

The mouth is one of the most important parts of the body. Not only does it aid in receiving and crushing food but also in proper speech and tasting. Our oral cavity is a window to the human body. Not only is it an important part, but it also is a place where trouble can start. Many illnesses present themselves in the mouth. In other words, the mouth can show what is going on in the body. One example is if the patient is anaemic, then the mouth has a pale appearance. The mouth should have a normal coral pink-coloured mucosa (mucous membrane).

Now that we understand the importance of the mouth and how it can be an indicator of overall health, let's talk about oral habits in our daily routine and daily life.

Cheek biting	Leads to cheek ulceration and in severe cases a growth which can predispose to precancerous lesions.
Brushing with hard bristles	Leads to hypersensitivity in teeth and loss of tooth structure near the roots (abrasion).
Brushing with immense pressure in a horizontal direction	Leads to hypersensitivity in teeth and loss of tooth structure near the roots (abrasion).
Swallowing toothpaste especially fluoridated	Toothpastes have Fluoride for anti-cavity effect. If swallowed, it can lead to higher than required levels of fluorine in bones and teeth, leading to pathologies.

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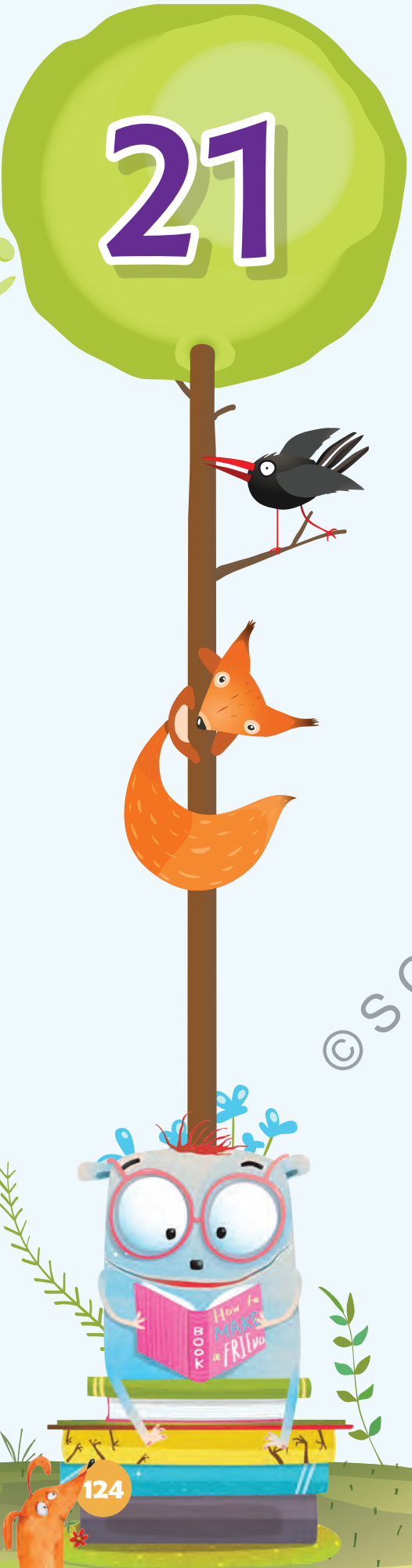
A. On the basis of your understanding of the passage, answer the following questions.

1. Mention a few functions that the mouth performs.
2. What is the window of our human body?
3. What happens to the mouth when one becomes anaemic?
4. What happens when one brushes with hard bristles?
5. What happens when one swallows toothpaste?
6. What leads to the loss of tooth structure?

B. Write words from the passage that mean the same as the following:

1. help
2. make prone
3. erosion
4. extremely great



Summary

Summary writing is an exercise that teaches us how to reproduce a large piece of writing in a condensed form.

It is a skill of writing where we have to express only the main idea and the relevant points and restate the whole idea briefly.

The following points should be kept in mind while writing a summary.

- One needs a careful reading to write a good summary.
- While reading, attention should be paid and only the essential points should be marked and jotted down.
- Then, a rough draft of the summary can be made.
- All extra information and unnecessary details should be deleted from the summary.
- Care should be taken that the message is fully conveyed.
- We make summaries of poems, stories, events, etc.
- A summary is best written after having thoroughly read and understood a passage and then writing it in your own words.

Here are a few specimen.

1. Read the following text carefully and write a summary.

   Galileo Galilei is often called the father of Modern Science. Do you know why? He was the first person to use science to prove what he said.

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As a young boy, Galileo was bright, but did not do well in his exams. You see, Maths was the only subject that he liked, so Maths was all that he studied! He was sure it would help him find out more about the universe and how things work. And that was all that he really wished to know.

His father wanted him to become a doctor, but Galileo had other plans. He had heard about Hans Lippershey's exciting new invention, the telescope, which made distant things look larger and nearer. There were even stories of others who had built the telescope much before Lippershey. Soon, Galileo decided to build one for himself. Galileo did many experiments with his telescope and also made a lot of discoveries. Copernicus, a great astronomer, who lived before Galileo, had guessed that the earth is a planet which circles the Sun. Galileo too was sure of this, and with his telescope he proved this.

But back then, the Catholic Church thought that the Sun and the planets revolved around the Earth. Those days, the church decided what everyone should believe, and did not like it when people spoke against its teachings. Galileo was arrested and put on trial. His life was spared, but he was kept as a prisoner in his house until he died.

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Now, read the passage summarized.

Galileo Galilei is called the father of Modern Science because he was the first to prove what he said about the Earth and the Sun, using scientific methods. Galileo, right from his childhood was interested only in Maths and decided that he would make a telescope for himself. Later, with the help of his telescope, he confirmed what Copernicus thought once, that the earth revolves round the Sun, for which he was punished by the Catholic Church. He was made a prisoner in his own house until his death.

2. Read the following story and write the summary.

There once lived an old man in a small hut near the edge of the hills. He was blind. One day a doctor, who was visiting a nearby village, claimed that he could cure any kind of blindness. The old man decided to visit the doctor.

'I will be able to cure your blindness,' said the doctor after examining the old man's eyes. 'But I shall charge a modest fee for the treatment.'

The old man replied, 'I shall pay you the fees if I am completely cured. I shall pay you nothing if you cannot cure me.' The doctor agreed.

Soon the doctor began his treatment. When he went to the old man's house, he got tempted to steal the nice furniture the old man had in his house. Every day, he took away some of his furniture. In fact, he began to go slow with his treatment until he stole most of his furniture.

However, after many days of treatment, finally the doctor cured the old man and demanded a very high fee.

'I will not pay you anything,' said the old man. 'I cannot see any of my furniture which means I am still partially blind.'

The doctor got furious and took the old man to the court. The Judge listened to the story of both and understood what had happened. He asked the doctor to give back all the furniture of the old man and as a punishment for what he has done, he wouldn't be paid his fees. The doctor understood his mistake and returned the old man's furniture.

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Now, read the story summarized.

An old man, who was blind, went to a doctor visiting a nearby village, who promised to cure him but at a very high fee. The old man promised to pay him the fees only if he was totally cured. While treating the old man, the doctor stole away almost all the furniture from his house. So when the treatment was over and the doctor asked for the fees, the old man refused to pay him since he could not see his furniture, which only meant that he was partially cured. The case was taken to the court but the judge understood everything and the doctor was punished for his misdeeds and he had to return all the furniture.

3. Read the following description of an event and write a summary of it.

It was a bright sunny day on 25 October 2018. That was the day when the 50th Foundation Day of our school was celebrated.

The governor was invited as the chief guest. With all my schoolmates, I was busy making arrangements for the function. We decorated our auditorium with balloons and confetti.

The governor arrived at 4.00 p.m., accompanied by many other dignitaries. There was a beautiful cultural programme where the students of our school participated with a lot of enthusiasm.

The annual prize distribution ceremony was also held on this day and the governor gave away the prizes to several students.

In his speech, the governor congratulated the school management, staff and the students on the golden jubilee of the school and also stressed on the need of discipline among students.

Now, read the report summarized.

The 50th Foundation Day of our school was celebrated on 25th October 2018 and the governor graced the occasion as the chief guest. A cultural programme was held, followed by the prize distribution ceremony and a speech by the governor in which he congratulated all and stressed on the need of discipline in students.

Exercises

Write a summary of the following.

1. With a mobile phone or cell phone, no longer are you tied to a telephone at home. And you can talk to your aunt in the USA or your uncle staying in the deepest corners of Africa, as you walk down the lane of your home.

A cell phone is actually a combination of a telephone (another person and you can talk to each other at the same time) and a radio (the sound waves come to you through the air and not through the electric wire, as in a landline telephone). The cell phone network divides the city like hexagonal cells. So the whole city is like a giant honeycomb. And there is a transmitting–receiving tower in each cell. All these towers are constantly receiving the conversations of everyone in their cells, to and from people in their cells. Let's just say that the cell phone is the world's coolest chatterbox! It's a great invention that has shrunk the world.

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2. We get very excited about tigers and lions and get upset that they are becoming endangered. Worldwide, concerted measures are being taken to save pandas, polar bears and penguins. Unfortunately, vultures don't have a huge fan club. But naturalists in India know that vultures have a very important place in our environment. Ornithologists—the people who study birds—have come together to protect vultures. They know that vultures keep our towns, cities, and countryside clean and healthy. How? Well, they feed on animal carcasses or dead bodies, which is why they are called scavengers. Many of these carcasses would otherwise lie around and rot and become dangerous to our health.

3. One day, a Yogi saw a beautiful princess lying dead and covered with flowers. He felt sorry for the girl who had died so young. He examined her and found out that she had been poisoned. He had the power to remove the poison, so by using his magical spell he brought her back to life.

   The princess sat up and told him who she was and what had happened to her.

   'I am sure,' said the Yogi, 'that it is your husband who comes every day and puts flowers over you. He is sure to come today also. Do you want to wait for him or will you come with me to your father?'

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'Please let me wait for my husband,' said the princess.

'Let us hide then and see what he does when he finds your body missing,' said the Yogi and they hid behind the bush. Soon the husband came with flowers. When he found that his beloved's body is missing, he fell to the ground and began to weep.

The princess rushed to him and raised him in her arms.

'Rise up, my Lord,' she cried. 'A great Yogi brought me back to life. He is there waiting for us.'

The Yogi blessed them and they lived happily together for many years.

4. Once upon a time, a slave had a very cruel master. The master made him work very hard and gave him no rest.

He used to beat him up with a whip. The slave was so unhappy that one day he ran away to the jungle.

There he began to search for a place to hide himself. He came to a cave and saw a big lion sitting at the mouth of the cave. The slave was frightened and tried to run away. But the lion did not attack him. It kept sitting there holding its front paw up. The slave saw a big thorn in the lion's paw. It seemed to be in great pain and needed help. The slave walked cautiously towards the lion. The lion moved his paw towards the slave. The slave caught the lion's paw and pulled the thorn out. The lion looked happy and went away.

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After many days, the slave was caught by his master. The master wanted to punish the slave and therefore threw him into the cage of a hungry lion. The lion rushed towards him to attack. But when it came near, it stopped. It began to lick the slave's hand. The master was quite surprised to see this. The slave told him how he had helped the lion. The master was pleased with his kindness and set him free.

5. Our school celebrated the annual function on 18th November this year. The Director of Education graced the occasion as the chief guest.

   The school was beautifully decorated with flowers and balloons. Beautiful charts made by the students showing the achievements by the school were displayed on all the soft boards of the school. The teachers came beautifully dressed and the students too looked neat in their uniforms.

   There was a welcome song sung beautifully by the students of the senior school. The song was beautifully sung. Soon after this, songs and dances were performed by the students of each class. There was a hilarious skit performed by the students of Class XII which made the audience laugh so much that even the director made a special mention of it in his speech.

   After the cultural function, our principal read the annual report in which he highlighted the achievements of the school during the year. Then there was the much awaited prize distribution ceremony in which prizes were given for achievements in academics, sports and cultural activities. The prize winners were heartily cheered by everyone.

   The function ended with a speech made by the director in which he congratulated every child for the beautiful function and their achievements in the various fields. He also advised the students to work hard and follow discipline in life.

   The national anthem was sung in the end before the audience dispersed.

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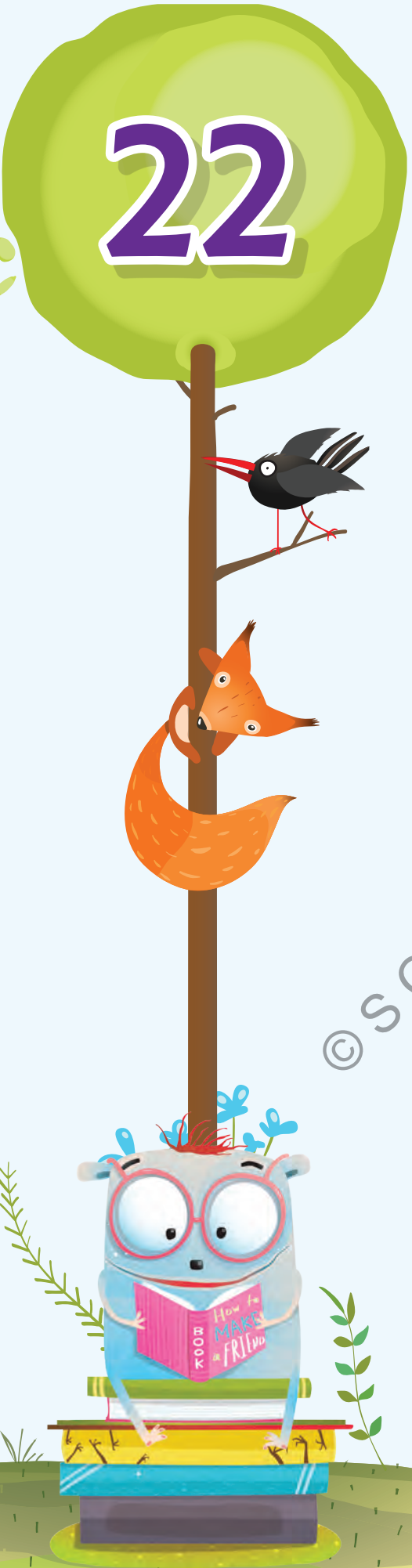

Paragraph Writing

Paragraphs are small pieces of writing. They may even be referred to as miniature essays. A paragraph comprises many sentences that centre around one idea.

The following points should be kept in mind while writing a paragraph.

- A paragraph should always begin with a topical sentence from which the subject may be clearly understood.
- The narrative should be simple and precise, as a paragraph consists of a limited number of sentences.
- The style of writing a paragraph should be direct and preferably with short sentences.
- Unity and order are two basic principles which should be strictly followed while writing a paragraph.

  Unity means that each sentence of the paragraph should focus on the topic.

  Order means that all the ideas should be well connected and arranged in a proper sequence.

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Here are a few paragraphs:

1. Save the girl child

   Although we all know that life on earth is impossible without girls, it is very sad to see that girls are the most abused and neglected lot in our society. Female infanticide is very common in our country which is leading to a decrease in the number of girls. On one hand we worship

goddesses while, on the other, girls are killed even before they can see the sunshine. It has been proved several times that if given a chance, a girl can do everything that a boy can do. Our former prime minister, Indira Gandhi, is an example. She led our country like any other man would do. We have women in every sphere of life. We have mountaineers, pilots, doctors and astronauts who are women. Isn't it strange that in spite of all this, till today grief falls upon the house when a girl is born? Sometimes even the basic necessities like proper nutrition and education are not provided to a girl child. It is the need of the hour to work together as responsible citizens and change this sexist attitude that is hampering the progress of our country.

2. The rich cultural heritage of India

India is known all over the world for the rich culture she possesses. It is also known for its extraordinary diversity. It is diverse in terms of its geographical, religious, social and cultural features along with the wide variety of languages spoken. In India one can see a variety of customs, cultures and social system, each different from the other. It is very natural in that a country where more than two hundred dialects and languages are spoken, the culture will be rich and diverse. It is also a country where people belonging to different religions reside together. Each community has its own festivals and throughout the year the country celebrates some or the other festival. Even the food varies from region to region and one can taste different cuisines in India. There are different dance forms and every state also has its own native form of music, making the country unique and rich with different cultures. Our country proudly reflects oneness and unity that also enriches us with harmony and prosperity.

3. Ban on the use of plastic

Over the years, the use of plastic has increased due to its cheap price, availability and convenience. But the components that make plastics are very harmful for the environment and lead to many health hazards. The careless disposal of plastic products litters the environment. It causes serious environmental pollution while

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producing and disposing of plastic products. We often come across blocked drains which cause flood due to water logging. And most of these drains are blocked due to the disposal of polythene bags and plastic wastes in a haphazard manner. Plastic waste is also very harmful for health as it contains toxin chemicals. Plastic not only causes pollution in seas and oceans but also poses big threats to animals as they often get choked and poisoned when they eat plastic mistaking them for food. Many countries have already banned plastic and it is important that our country should immediately ban the use of plastic and polythene bags to save the lives of millions of people and the wildlife. Otherwise the day is not far when plastic will be more dangerous than atom bomb causing death in large numbers.

4. A funny incident

A funny incident happened to me a couple of years ago in school. Around then, I was in class V. It was English class and, I was not paying attention. While I was daydreaming looking outside the window, my teacher saw me. At that point, he made an earnest enquiry, 'Where did the bird lay her egg, on the tree or on the ground?' I wondered why the bird would lay her eggs ashore. So, I answered in all seriousness, 'Sir, the flying creature laid the eggs on the tree.'

As I completed my sentence, everyone began to chuckle, much to my bewilderment. When the class got over, I asked one of my classmates the reason behind all the snicker and he let me know that 'there was no flying creature, no tree and no egg in the story.'

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Exercises

Write a paragraph on the following topics.

1. Importance of educating a girl.
2. Need of religious tolerance in India.
3. Save water, save life.
4. One time when you proved people wrong thanks to your own hard work and commitment.
5. An embarrassing moment of your life
6. My dreams and fears.
7. A day before the exams.
8. An ideal teacher.
9. A humorous account of something funny you encountered recently.
10. Having fun at school.

Essay Writing

Essay is a long composition on a given subject, where one can present one's own views, generally comprising three or more paragraphs.

The following points should be kept in mind while writing an essay.

- An essay should hold the interest of the readers.
- An essay should consist of a good introduction, followed by several paragraphs elaborating on each of the different ideas of the topic.
- An essay should always end with a good impacting conclusion. A good ending is as important as a good beginning.
- It is important that before attempting to write an essay, one should plan it well.
- Avoid unnecessary repetition.
- The style should be simple yet formal and grammatically accurate.
- Essays are of different kinds, *viz*. narrative , descriptive, imaginative and factual.
- Essay can be written on any topic, like, the life of a great man, or any common social issue, or even on an imaginative topic.
- We can include suitable proverbs, or quotations in our essay.

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Here are a few specimen:

Diwali

Key points:

- Festival of light
- Its significance
- Its impact on our environment
- A festival that promotes friendly exchange and love
- When it is celebrated
- How it is celebrated

Diwali is one of the most important festivals in India. It is a festival of lights and is celebrated all over the country with great pomp and show.

Diwali usually falls in the month of October or early November. It marks the advent of the winter season. It comes just about twenty days after Dusshera which is generally in early October.

The festival of Diwali is very significant for our country especially for the Hindu community because it is associated with Lord Rama. When Rama went into exile for fourteen years in the forest, he met with great trouble. His wife Sita was carried away by the mighty Ravana. Rama had to fight a war with Ravana and only after killing him in the war, could he rescue his beloved wife, Sita. When Rama came back to Ayodhya from his exile, after defeating Ravana, the people of Ayodhya welcomed him and Sita with great celebration. They decorated the whole city, and at night, lit lamps to mark the joyous day. Since then, on that day, Diwali is celebrated every year.

There is love and fun in the air. Houses, offices and shops are cleaned thoroughly around this time. People shop for new clothes, utensils, curtains, bed sheets and other decorative items. At night, houses are illuminated with diyas, fairy lights and candles. Many people also perform Laxmi Puja on this day. People burst firecrackers and exchange sweets and gifts.

For the last few years the people in big cities have been complaining about the increasing levels of pollution on the days following Diwali. Burning firecrackers is causing a serious harm to the environment. Firecrackers not only produce deadly smoke that pollutes the air but also cause noise pollution. So in most cities, only noise and smoke-free crackers are sold.

However, Diwali is the time for celebration. It is the time to meet and greet our friends and relatives. There is love and joy all around.

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Education for girls

Key points:

- Girl's position in the family
- Equal opportunities
- Importance of education
- Contribution of girls in the society

Gone are those days when a girl was expected to remain only in the kitchen, cook and look after the house. Today, girls have stepped out of their house and have proved that they are capable of doing all the work that a boy does. Women today are not just doing household chores but also earning for their families.

'Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family', said the former UN Secretary-General, Kofi Annan. Unfortunately girls in our country have been deprived of it largely. The literacy rate of women, according to 2011 census, is 64.46 per cent while the male literacy rate is 82.14 per cent. Even today, in our society, there is a preference for a son over a daughter. Girls are treated as burdens. They are not given equal opportunities of education and career. In rural areas, girls are married off at a very early age and are not sent to school. Because of lack of education, a girl remains ignorant of many things and she is exploited in the society. Without education, a girl will never be able to fight for her rights. She will remain dependent on others. How can we expect our country to move forward when half of its population is suppressed?

Women education is very important for a country to fully develop. We must wake up to this fact and realize that women's education requires greater attention than it received in the past. People should be made aware of the importance of education for girls. To promote education for girls, government should take some serious steps, like giving scholarship to the girl child especially to the ones who are from a poor background.

For all the changes that is happening, the most important change that can bring about a reform is transformation in attitude towards women and accept women to be equal participants in the country's progress.

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Exercises

1. Plan out a proper outline and write an essay on clean environment, green environment

   Points:

   - Keeping our surroundings clean will prevent the Earth from being destroyed.
   - To become a green warrior.
   - Always use garbage bins to dispose of all trash.
   - Segregate waste into dry and wet categories.
   - Hold cleanliness campaigns in your neighbourhood.
   - Use paper and cloth bags instead of plastic bags.
   - Recycle waste into useable products.
   - Plant trees.
   - Walk down small distances.
   - Use public transport as much as you can.

2. Write an essay on an Indian festival.
3. Write an essay on 'Health is wealth'.
4. Write an essay on your first journey by train.

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Essays on biographical experience

A biographical experience is a narrative where one's personal feelings and experiences are described. It can be a description of any incident of life which could be happy, mischievous or sad.

- To write a biographical experience, we should focus on the incident which is to be described.
- A simple style of writing should be adopted.
- Try to make the writing interesting and attractive for the reader.
- Give our personal views about the incident which may also include some relevant details.

Here are a few biographical experiences:

Write a humorous account of something funny you encountered recently.

Last Sunday, after a heavy and scrumptious lunch, I was just dozing on the sofa, when an uproar that came from outside my house woke me up. Quickly, I ran outside and from my balcony, I saw two men of my locality quarrelling, both shouting at the top of their voices. A small crowd of men, women and children had gathered near them and all looked quite puzzled.

I quickly wore my slippers and came down into the street to see what was happening and to understand why they were quarrelling. As I came closer, I could hear both the men hurling abuse at each other. The information I could gather from the people standing there was that they were quarrelling about the rent of the house. It seemed one of the two men was a tenant and the other one was the owner of the house. The tenant had been keeping his rent pending for many months. The owner asked him to pay the rent which sparked off some argument between them which then developed into a quarrel.

Soon they began to accuse and abuse each other and the tenant angrily charged forward and tried to pull the owner's hair. As he tried doing so, we were all surprised that the owner immediately turned around and began to run towards his house. All these happened in a flash. Before anyone could understand what happened, the tenant burst out laughing. It was then that we saw the tenant with a wig in his hand. As he pulled his hair, the wig had come off. The owner ran towards his house because nobody in the locality knew that he was a bald man and that he wore a wig. All were amused with this incident and I returned home thinking to myself, what a funny man he was! Why did he have to run home just because he was a bald man? Anyway, the good thing was that the quarrel ended, and I was finally able to enjoy a good Sunday nap.

Exercises

1. Write a biographical experience on how one day, when you returned home, you found your grandmother lying on the floor unconscious. You lifted her up and rushed to the hospital. Describe in paragraphs, what happened and how you saved her life.
2. Write an account of a day when everything went wrong.
3. Write an account of a fair you visited during the holidays.
4. Imagine you have a time machine. Where and when would you like to go (past or future) and why? Write an account, giving details about the place, the people, and anything else that you think is of interest.
5. Of all the subjects you study in school, is there any one subject that you think is the most important? Why or why not?
6. Write about a time when you committed an act that required courage and bravery.

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24 Travelogues

People travel to see new places and to get to know about different cultures. A travelogue is a piece of writing that describes our travel experience of a particular place.

A travelogue includes the following points.

- Description of the place, geographical location, weather and living conditions
- Detailed information of the various tourist attractions of the place
- Location and climate of the place
- Ways and means to reach the destination
- Description of the people from that place
- Any interesting experiences

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Specimen travelogues

1. You have recently visited the beautiful hill town of Darjeeling. Write a travelogue using the following points.

Darjeeling – located in West Bengal – hill station – very cold – sunrise in Tiger Hills – ride in toy train – visit to tea gardens – a memorable trip

Last summer, my parents took me to Darjeeling, a hill station located in the state of West Bengal. We took a flight from Delhi to Bagdogra and from there we took a cab to reach Darjeeling. The zigzag curvy road that took us to the hill town of Darjeeling was so picturesque that words will fall short to describe the beauty.

On reaching the town, I truly understood why it is called the Queen of the Hills. The weather was very cold, and we seemed to get some respite after experiencing the harsh summer heat of Delhi. Our hotel was located very near to the Tiger Hills, so early next morning, it wasn't difficult for us to reach the place to experience a mesmerizing sunrise; a sunrise that will forever be cherished in my memory. We also had a joyful ride in the toy train.

Darjeeling is also internationally famous for the flavoured tea leaves that are produced in the tea gardens which cover acres of land. The lush green tea gardens, beautifully trimmed were really a treat to our eyes. This trip to Darjeeling has been a very memorable trip of my life.

2. Write a travelogue about a place you visited from your personal experience or from your imagination.

Recently, I visited the hill station of Munnar located in Kerala. Situated on the Kannan Devan Hills, Munnar is dotted with tea plantations and quaint towns. Spices like cardamom, pepper, etc., are also grown on the hill slopes of Munnar.

On the first day, I visited the Mattupetty dam and lake. I went for a pleasurable boat ride to the lake with my family. Later, we visited a tea plantation and saw tea leaves being picked. We also got a chance to pick tea leaves. It was a fun experience.

The next day we went to Top Station, which is located at a height of 1700 m above sea level. It is the highest point on the Munnar-Kodaikanal road. The view from Top Station was breathtaking. Reams of clouds floated across the valley. It felt like we were on top of the world. In the evening, we saw a Kalaripayattu performance and a Kathakali performance.

On the last day, we bought different varieties of tea and also a packet of cardamom. It was a pleasurable trip.

3. Write a travelogue of a place abroad.

Last summer I travelled to Fiji Islands with my parents. It is a country in the South Pacific close to Australia. The main islands are Viti Levu and Vanua Levu. Suva is the capital of the country.

Fiji is a beautiful island, with pristine beaches, clean air and bright sunshine. It is a tropical paradise, with plenty of greenery that attracts tourists from all over the world.

Fiji is a diverse country with Polynesians, Indians and some people of mixed origin. The natives are friendly and easy-going. The official language is English, though Fijian and Hindi are widely spoken.

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I enjoyed traveling around Fiji, and especially remember a boat trip where I got to see marine life. I also enjoyed swimming in the ocean and tried to learn surfing. The coral reefs are a beautiful sight.

Exercises

1. Write a travelogue on how you spent your vacation on a beach. Remember to include the following points to make it interesting:

   give a photographic description... highlight the various attractions... mention the ways to reach the destination... name a few good hotels/resorts/places to eat... give some cultural background... mention some dos and don'ts of the place... add some humour

2. You have recently visited the beautiful city of Mumbai. Using the following details, write a travelogue.

   Mumbai... capital of Maharashtra... Gateway of India... beautiful sea beaches... Marine Drive... Wankhade Stadium... Bunglows of film stars... huge flyovers

3. Write a travelogue on how you spent your winter vacations in mountains.

   Don't forget to mention about the weather, snow sports like skiing, snowboarding, etc., clothing and food, etc.

4. Write a travelogue on your family trip to a wildlife sanctuary.

   Write about jungle safari, animals you saw, your accommodation, etc.

5. Write a travelogue for your school magazine on a travel location that you recently visited on school trip.

6. Write a travelogue about your own real or imagined visit to an exciting place.

7. Write a travelogue on a camping and trekking adventure. You can add photos, provide to-do list, must-visit places, etc.

8. Write a travelogue on your first train journey.

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25 Biographies

Biography is a story of a real person's life written by someone else. It is not imaginary or fictitious, but is based on facts.

Important features:

- It includes the basic information of a person's life and sometimes more than that.
- A biography describes the person's life in detail.
- It should include the person's important achievements and life events.
- While writing a biography, no extra information should be included based on one's imagination.

Here are a few specimen biographies:

Muhammad Ali

Mohammad Ali was a renowned professional boxer and activist. He was born on 17th January 1942 in Louisville, Kentucky. His real name was Cassius Marcellus Clay Jr.

His training as an amateur boxer began when he was only 12 years old. He won his first gold medal at the 1960 Summer Olympics in Rome and became a professional boxer since then.

He converted to Islam and changed his name to

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Muhammad Ali. He believed that Cassius Clay was his slave name. He was an active member during the Civil Rights Movement in America where he worked for the rights of the African-Americans.

Ali generated a controversy when he refused to be listed in the US military. He was arrested and was stripped of his boxing titles for this. For nearly four years, he was out of the boxing ring.

Muhammad Ali is regarded as one of the leading heavyweight boxers of the twentieth century. He was also ranked as the greatest athlete of the twentieth century by *Sports Illustrated*. Apart from boxing, Ali also made some music albums for which he was twice nominated for Grammy Award. He also acted in several films and a Broadway musical.

He retired from boxing in 1981, when he was only 39 years old. After his retirement, he devoted his life to religion and charity. At a very early age, in 1984, Ali was diagnosed with Parkinson's syndrome which gradually forced Ali to make very few public appearances. He died at the age of 74 on 3rd June 2016, in Arizona.

Exercises

1. Based on the information given below, write a small biography of Shri Prithviraj Kapoor, who was a pioneer of Indian theatre.

Key points

- Birth - 3rd November 1906 at Samundri, Pakistan
- Father - Dewan Basheswarnath Singh Kapoor
- Beginning of his career - In the theatres of Peshawar and Lyallpur; 1928 - moved to Bombay (Mumbai); joined the Imperial Films Company
- Featured in nine silent movies including *Alam Ara*, *Vidyapati*, *Sikandar*
- Prithvi Theatre founded in 1944, staged highly influential movies, encouraged people to participate in Quit India Movement and Indian Independence
- Awards - Padma Bhushan, Dada Saheb Phalke Award
- Died - 29th May 1972

2. Based on the information given below, write a small biography of Netaji Subhash Chandra Bose who was a hero of the Indian freedom struggle.

Key points

- Birth - 23rd January 1897 at Cuttak, Odisha
- Education - Ravenshaw Collegiate School, Cuttak; University of Calcutta; Fitzwilliam College, Cambridge

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- Parents - Janakinath Bose, Prabhavati Devi
- President of Indian National Congress twice, later resigned following ideological conflicts with Mahatma Gandhi; established a separate political party called All India Forward Bloc
- Influenced by the teachings of Bhagwad Gita, Swami Vivekananda and Ramakrishna
- Famous quote: 'Give me blood, I will give you freedom'
- Death - 18th August 1945 due to plane crash

Autobiography

An autobiography is an account that describes one's own life.

Important features:

- An autobiography should be written in the first person.
- Include the important information of one's life.
- While writing an autobiography, one has the freedom to express personal views.
- Start with an interesting introduction and end with a proper conclusion.

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Here are a few autobiographies:

An autobiography of a flower

I was born in the beautiful hill station of Kasauli on one sunny day during the spring. I was born and nurtured in Mrs Mehta's beautiful terrace garden.

I was put in a cozy little flowerpot among many other flowers. Mrs Mehta, whom everybody in the house called 'Ba' would get up very early in the morning and water the plants in her garden. I was very fond of her. She was a middle-aged woman and possessed a serene personality. Every day after watering the plants, she would come to me and with her beautiful delicate fingers, she would caress me. She would come close to me and whisper, 'You are my favourite flower in this garden.' Her kind words would fill my heart with pride and make me blush.

One afternoon, Mrs Mehta seemed to be very busy but happy. She was busy cooking since morning and I could smell the flavours of her cuisine that came with the wind from the kitchen window. From the conversation in the house, I understood that her son was coming from the USA with his wife and two sons.

Next morning, Mrs Mehta brought along her son to show him the garden which she tends so carefully. Her son was all praise for his mother. I could see the amazing

happiness on her face which made her glow. She pulled him closer and told him, 'See, this is my favourite flower in the garden. It's a rare species of Tulip.' I was so proud as I knew that I was special and unique.

In the evening that day, the two boys who came from the USA came to the garden and began running and playing. For the first time in the garden, we were tense and frightened. Our peace was disturbed! The boys ran all around, stamping and running over the small plants and spoiling many flowers. I was scared and I wanted to shout for help. If only I could speak! Suddenly, one of the two boys came near me and did what I dreaded. He plucked me from the plant. Just at that time, their mother called them and he dropped me in the garden and ran towards the house.

The whole night I spent weeping and wincing in pain. But there was no one who came to rescue me. In fact, all the other flowers in the garden were also very sad and hurt for all that happened in the evening.

The next morning, when Mrs Mehta came to water the plants in the garden, she was shocked to see the chaos. The leaves and flowers were all plucked and scattered everywhere. There was mud and dirt all over the garden. She was almost in tears to see this. Suddenly she noticed me, her favourite flower, lying helplessly on the ground! She sadly picked me up and took me home. She quietly went to her book rack and picked up a big fat book. She opened a page and carefully kept me between the pages. I could hear her telling the two boys, that they should not have plucked the flowers from the garden. The boys were sorry and promised that they would never do this again.

Since then, I am resting there, dried and withered, between the pages of that big fat book. But I am happy that at least I am safe and secure now.

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Exercises

1. Write an autobiography of a blackboard.
2. Write an autobiography of a mobile phone.

Creative Writing

Story Writing

Everybody loves to read or listen to a story. It is one of the most popular and the oldest forms of written composition. Writing an interesting story is not an easy task.

To write a good story, certain rules should be kept in mind.

- At first, a clear idea of the plot has to be planned out.
- The theme should be interesting.
- Create compelling characters.
- Avoid unnecessary repetition and dragging.
- To develop a story from a given outline, care should be taken that no point is omitted and the order in which the events are given is maintained.
- Dialogues can be added for giving it a real feel.
- The conclusion of a story plays a vital part. It determines the quality of a story.
- A story should invariably be grammatically accurate and written in simple language.

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How to develop a story from the given outline

Develop a story from the given outline. Also write the moral of the story.

An eagle flying high... saw a snake... caught the snake to eat... snake began coiling... a battle between two... a man rushed to rescue... released the eagle from the snake... eagle flew... the furious snake spat venom into man's drinking horn... eagle saw it... ignorant man about to drink... the eagle flew and knocked the drinking horn... man grateful.

Now see how to develop a story from the given outline.

One day an eagle was flying high up in the sky. As he glanced towards the ground, he saw a snake on the branch of a tree. The eagle dived down and caught the snake in his talons. Then he flew up high into the sky and thought that he would now eat the snake.

The eagle flew for a while and looked around for a spot, and after sometime landed on a cliff. In the meantime the clever snake had started coiling himself around his talons. The eagle tried its best to resist him, but failed. A battle broke out between the two and the eagle seemed helpless.

A traveller who was resting at the far edge of the cliff, heard the cries of the two creatures. He looked around to see what happened and saw the commotion between the eagle and the snake. The traveller rushed towards them. He struggled to release the eagle from the coils of the snake. He was soon able to rescue the eagle. The eagle immediately flew away and sat on a cliff.

The snake was, however, very furious. To take revenge on the man, he spat some venom into the drinking horn of the man. The eagle from far away saw this evil act of the snake. The man was unaware of what the snake had done. He lifted his drinking horn to drink some water from it. Just as he was about to drink, the eagle came flying down and quickly knocked the drinking horn out of the man's hand. The man was taken aback for some time and then realized that something must have been wrong with the water. The man thanked the eagle for saving his life and went his way.

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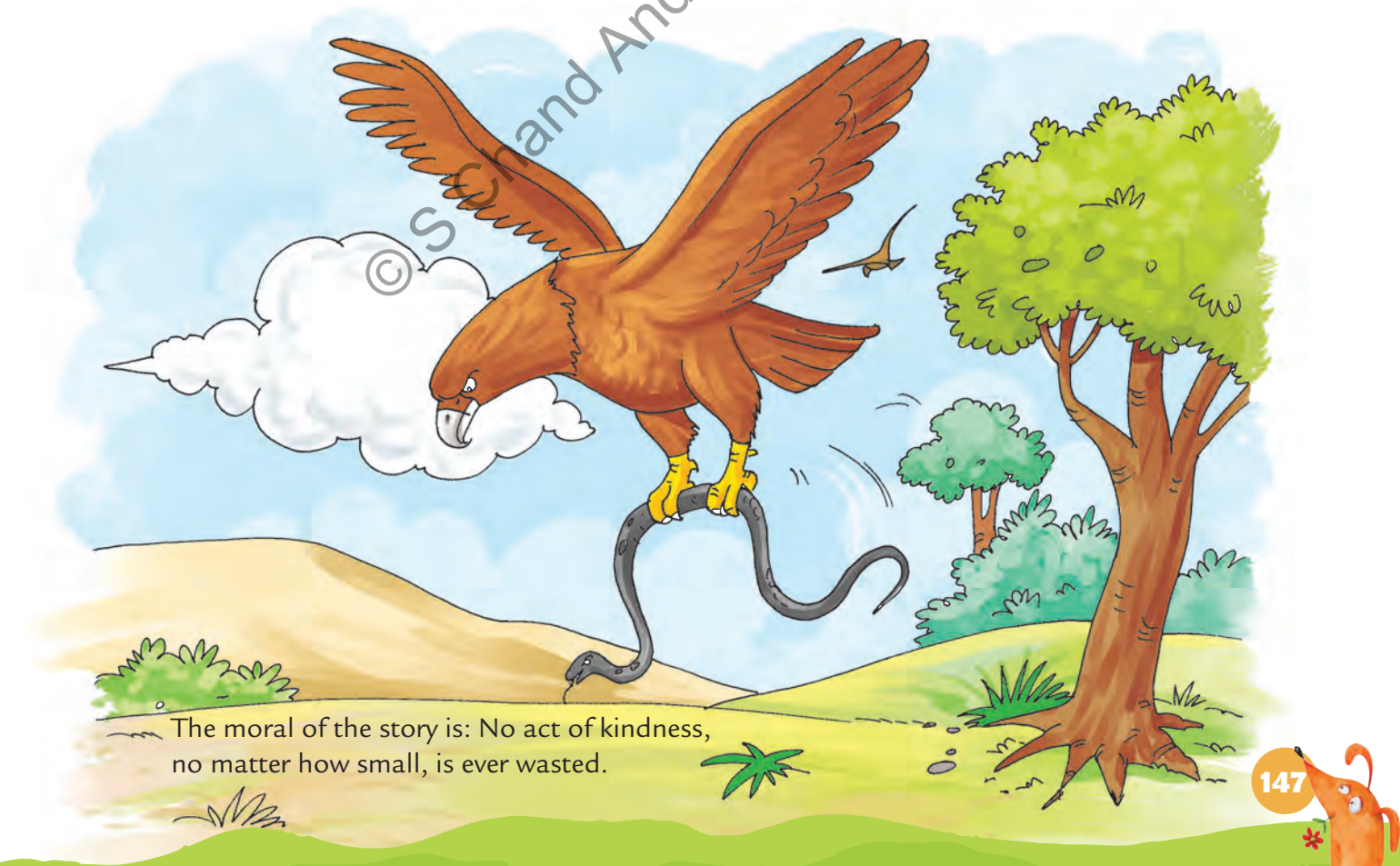

The moral of the story is: No act of kindness, no matter how small, is ever wasted.

Exercises

1. Construct a meaningful story from the outline given below.

   A herd of elephants taken to a river daily through a market... one elephant stops before a tailor's shop... the tailor gives him a banana... both become friends... one day tailor gets angry... pricks elephant with needle... elephant brings mud and squirts on the clothes...

2. Try your hand at writing an original detective story. Come up with a crime, make your story interesting with clues, and use those clues to come to a logical conclusion about who committed the crime and why.

Dialogue Writing

A dialogue means a conversation or a talk between two or more characters. Dialogue writing is a form of composition which is useful to master the language. To write effective dialogues, one has to have dramatic power and a lot of imagination because the writer has to imagine what the characters would exactly speak in a given situation. Dialogue writing is a useful technique to develop a story into a skit or a drama.

How to develop dialogues from stories

- Have a clear idea of what you want your character to say.
- Keep the conversation as natural as possible to make it sound appealing to the audience.
- Make it interesting and emotionally engaging.
- Let the conversation be brisk and rapid.
- Begin the dialogue in an interesting way to arrest the reader's attention from the beginning.
- Although a free and easy style may be adopted, the dialogues should be grammatically correct.

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Take a look at a few specimen.

Read the following story and develop some dialogues based on the story, using your imagination to make it interesting.

Let us read the following story and compose dialogues.

Ravi and Raj have just finished their board exam. It has been quite hectic for them as the exam continued for more than a month. Both decide to meet in a café and also bring their friend, Sunil, along. But Raj says that Sunil has left the town as he has gone to Andaman Islands for a holiday. Ravi feels sad that he cannot go to any exotic place

for a holiday as his mother and father cannot take leave from office. Raj feels sorry for Ravi and tells him not to worry. He tells him that even his parents cannot take leave. He suggests that they both seek permission from their parents and go to some nearby place for a holiday.

RAVI : Hi Raj! How are you? How was your exam?

RAJ : Hmm, it was fine except History. I really find History so difficult.

RAVI : Same here. I really find History boring. It's so difficult to remember the dates!

RAJ : Come on Ravi, let's not talk about the exam anymore. It has been a really hectic month.

RAVI : Yes, true. Come, let's meet in that café in your locality that makes yummy burgers.

RAJ : Fine, let's meet tomorrow.

RAVI : Bring Sunil along. He is so funny, he can entertain us with some of his jokes.

RAJ : But don't you know Sunil has gone to Andaman Islands for a holiday with his parents?

RAVI : Wow! Lucky boy, really. After this exam even I wanted to go somewhere you know?

RAJ : So what happened? Plan. It's not late as yet.

RAVI : No, my friend, I can't. I had told my parents. But unfortunately, my mother has a very important project to submit, and Dad too could not manage to get leave. They are very sad too.

RAJ : Yes, my parents also are very busy now. There is no chance that they can take me out for a holiday. But an idea has struck me just now.

RAVI : What is it?

RAJ : Why not the two of us go somewhere?

RAVI : Do you think we will get permission to go? Just the two of us? I don't think my parents will allow that.

RAJ : Don't worry, I will convince them. And we will not go far. We will go to some nearby hill station. I think they will allow us. We will promise to be good and careful.

RAVI : Yes, let's hope so. Come to my house tomorrow. We will talk to my parents together and seek permission.

RAJ : Ok, see you then. We will meet tomorrow.

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RAVI : Till then, let's keep our fingers crossed. Bye.

Exercises

1. Read the poem below by Christina Georgina Rossetti. Then change it into a dialogue.

'Ferry me across the water,
Do, boatman, do.'
'If you've a penny in your purse
I'll ferry you.'
'I have a penny in my purse,
And my eyes are blue;
So ferry me across the water,
Do, boatman, do.'
'Step into my ferry-boat,
Be they black or blue,
And for the penny in your purse
I'll ferry you.'

2. Imagine you are meeting a friend after a long gap of ten years. Write dialogues of the conversation that will take place between the two of you.

3. Imagine you have the chance to interview any author in the world. Who would you choose? Write down the questions you would like to ask him/her. Then, answer the questions as though you are the writer.

4. Compose a dialogue between two students coming out of an examination centre.

5. Write a dialogue between two friends about the advantages and disadvantages of city life and village life.

6. Write a dialogue between two friends about the importance of reading newspaper.

7. The customer realizes that the shopkeeper is being unfair to him/her. Complete the dialogue between the two in which the customer makes the shopkeeper realize his mistake.

8. Ria calls up Ryan to make a plan for the weekend. Write the dialogue between the two.

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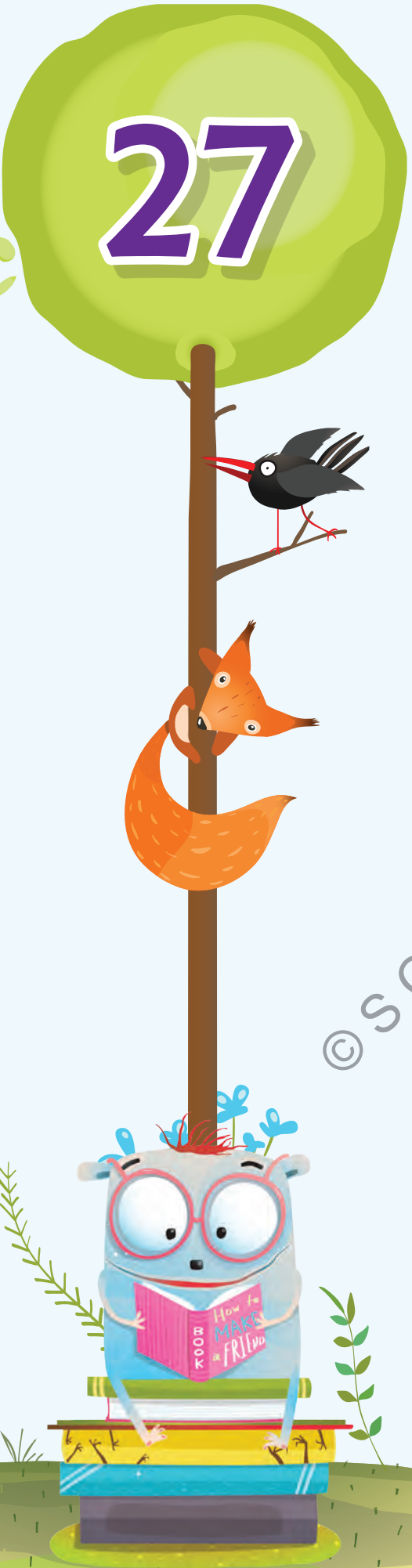

Notices

When a large number of people need to be informed together, we write a notice. A notice is usually displayed on a noticeboard of a school or an institution or a society.

Important features:

- A notice should be written inside a box.
- The word 'Notice' should be written on the top.
- The issuing date of the notice should be written at the top, left-hand side.
- The notice must contain a catchy heading.
- The name and designation of the issuing authority should be mentioned in the end.
- The message of the notice should always be formal, brief and clear.

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Specimen notices

1. You are Pranav of Class VII, City Public School, Manali. Like every year, your school is hosting a school fest in which you, as the Cultural Secretary of the Junior Wing, are responsible for organizing some musical events. Write a notice to be put up on the school noticeboard, inviting interested students of Class IV to Class VIII to give their names for singing and dancing in the school fest.

Here is the notice.

City Public School, Manali

NOTICE

12th September 2019

Sing and Dance in School Fest (Class IV –VIII)

Like every year, our school is organizing a School Fest from the 15th October to 21st October 2019, where there will be lots of music and dance. Those students who are interested to sing and dance in this event may submit their names to the undersigned by tomorrow. A screening will be done after that.

Pranav (Class VII)

Cultural Secretary(Junior Wing)

Issuing Authority/ Agency

Date

Catchy headline

Content/Body of the notice

Signature of the issuing person; Name; Designation

2. You are Mr Mohan Sharma, Secretary of Gangotri Housing Society, Delhi. Draft a notice informing the residents of your society, that there will be no water supply for the next two days due to some repair work in the water tank.

Here is the notice.

Gangotri Housing Society, Delhi

NOTICE

9th August 2019

No water supply for two days

All the residents of Gangotri Housing Society are hereby informed that there will be no water supply for two days w.e.f. 10th August 2019 due to some urgent and necessary repair work of the water tank.

Inconvenience regretted.

Mohan Sharma
Secretary
Gangotri Housing Society

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Exercises

1. You are Sheetal Sharma, the Secretary of the Science Club of Army Public School, Patiala. Your school is organizing a Science Exhibition. Draft a notice inviting students of Classes VI to VIII who are interested to participate, to submit their names to you within a week.

2. You are Arun Puri, the Centre Head of Rabindranath Tagore Painting Academy, Murshidabad. Draft a notice inviting children of your city in the age group 11- 14 years, to participate in an on the spot painting competition to be held in your academy.

3. You are Radhika, the head girl of Doon School, Dehradun. Your school is organizing an educational trip to Sariska, Rajasthan. Write a notice inviting students to join the tour. Mention the name of the person they need to get in touch with and the amount they need to pay for the trip.

4. You are Daniel of St Thomas school. Write a notice informing about an inter-school debate competition to be held on a certain day at a certain place.

5. Your school is planning to organize a 'Clean Up' day where all students will help to clean up the school premises. Write a notice as the head boy/girl informing about the event and inviting students to participate.

6. You are the head of your office social/cultural committee, and you are organizing an event to help employees get to know one another better. Write a notice informing the employees about the event.

7. Write a notice about the suspension of electricity or water supply in your area.

8. You are Siya, the head girl of KPS International School. Your school is soon going to publish the annual magazine next month. Write a notice for your school notice board and invite students to submit write-ups.

9. You are Nikhil, the head boy of International School, Chandigarh. Write a notice on behalf of your school inviting all the grandparents of the students of your school to celebrate World Elders Day.

10. You are the secretary of the Nehru library. The management has made changes in the membership fees and book rental charges from next month. Write a notice that will be put up on the library notice board and it needs to give all this information to the students.

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Messages

Message is one of the many ways of communication which is commonly informal. We write messages to convey some important information to our friends, family members, neighbours or even the milkman and the newspaper boy. Messages are sometimes based on telephone conversation too.

Important features:

- Messages should be written as briefly as possible.
- Messages should be written in a simple language.
- The word 'Message' should be written on the top.
- The date and time should be written on the left-hand side.

Read the message below.

Santanu is leaving for Delhi, but hasn't been able to tell his wife to pay the electric bill and the mobile bills. Since his wife is not at home, he decides to leave a message for his wife. Here is the message Santanu, writes for his wife.

Message

7th July, 10.30 am

Manisha,

I am leaving for Delhi urgently. Please pay the mobile and telephone bills before 15th July.

Bye and take care.

Santanu

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2. Message based on telephone conversation.

Read the following telephone conversation between Sushma and Shalini.

SUSHMA : Hello! May I know who is speaking? I want to talk to Manav.

SHALINI : It's me, Shalini. Manav has gone to the market. Is anything urgent?

SUSHMA : Oh, Shalini! I am Sushma. I work with Manav. I am his friend. Can you take this message for him? It's urgent.

SHALINI : Of course! Tell me what is it?

SUSHMA : Will you please tell him that Ashwin, a colleague of ours, has met with an accident? He has been admitted to Vallabh Bhai Hospital and is going to have a surgery tomorrow morning.

SHALINI : Ok Sushma, I'll give your message, don't worry. I hope Ashwin is out of danger.

SUSHMA : Yes, Shalini, he is out of danger now. But he is very weak. Bye. Convey the message to Manav.

SHALINI : Yes, I will surely. Good night.

Since Shalini has to leave for her music classes, and she won't meet Manav, she decides to write a message for him. Here is the message Shalini writes:

Message

15th June, 8.p.m

Manav,

Your friend Sushma called to tell you that Ashwin had met with an accident. He is admitted to Vallabh Bhai Hospital. He will have an operation tomorrow morning. She told me that he was out of danger, but weak.

Bye , Take care!

Shalini

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Exercises

1. Bipasha is leaving for Raipur for one week. Since she planned the trip suddenly, she could not inform her neighbour whose house key is with her. Therefore, she decides to leave a note for Mrs. Sharma, her neighbour, telling her about her sudden trip and that she has left the key with the caretaker. As Bipasha , write the message for Mrs Sharma, telling her to collect the keys from the caretaker.

2. Sandeep forgot to tell his mother that his father informed that he would not come in the evening. Since he has to leave for his coaching classes, he leaves a message for his mother telling her not to wait for his father in the evening. Write down this message on behalf of Sandeep.

3. Following is a telephone conversation between Priya and Deepa.

PRIYA : Hello! This is Deepa calling. Can I speak to Aryan?

DEEPA : Deepa! This is Priya. Aryan has gone to the market. You can tell me, I'll convey your message to him.

PRIYA : Deepa, will you please tell Aryan that I will wait for him near Market 2, C R Park with the Science Project copy? Tell him to meet me there at 10.30 am sharp tomorrow as I have to leave for Manali at 11.00 am.

DEEPA : Sure, I will tell him that. Anything else?

PRIYA : No, thank you.

Deepa has to leave for his work. So she leaves a message for Aryan. Write this message for him.

4. Read the following telephone conversation between Vinita and Mr Mehra.

VINITA : Hello! Can I speak to Nikhil? This is Vinita calling.

MR MEHRA : Vinita, Nikhil is not at home. Is anything urgent? I am his uncle, you can give me the message.

VINITA : Uncle, will you please tell Nikhil that the party which we planned for tomorrow has been postponed? We shall have it next Saturday.

MR MEHRA : Sure, I will tell him. Don't worry. Anything else?

VINITA : No, that's all. Thank you, Uncle.

On behalf of Mr Mehra, write a message for Nikhil because Mr Mehra will go away before Nikhil comes home.

SMS

Short Message Service or SMS is commonly referred to as text messaging. It is the most common and convenient way of sending messages in the modern time. Nowadays, mobile phone is an integral commodity and SMS is a useful service component provided by telephone and mobile services.

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Important features:

- A message in SMS cannot contain more than 160 characters.
- An SMS needs to be short and precise.
- Keep in mind that the message is clear. Take care that the message doesn't get lost while using too many short words.
- SMS allows some shortened form of words, e.g., coz' is used in place of 'because'.

Here are a few specimen.

1. Will b late 4 home.
Don't wait 4 dinner.

2. Cannot come to office today bcoz of fever. Plz inform the boss.

Exercises

1. Write an SMS to your friend telling him to meet you at Connaught Place at 2.00 pm as you have bought tickets for a movie.
2. Write an SMS to your colleague telling him that your brother is not well. So you will be late for office today as you will have to take him to the hospital.
3. Write an SMS to the secretary of your family physician asking her to fix an appointment with the doctor on 8th September 2019.
4. Write an SMS to your aunt telling her that you will be coming to visit her during your summer vacation.
5. Write an SMS to your school friends informing them about the change in your birthday party venue.
6. You are getting late for your friend's party. Write a message informing him/her about the same and about your expected time of arrival.

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Reports

A report is written to provide an eyewitness account of certain happenings or events.

Important features:

- A report should always have a good headline to attract the attention of the readers.
- A report should be written after careful observation including all important details.
- A report should be brief and precise and should avoid ornamental use of words.
- The reporter's name should be placed below the headline.
- The report should be written as a third person account.
- Personal opinion of the writer should be avoided while writing a report.

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How to go about it

The key elements of a news report are:

1. Headline
   - Catches your attention
   - Sums up the story
2. Byline
   - Writer's name
   - Writer's specility, e.g. sports, for current events
3. Placeline
   - Where the story begins

4. Lead
   - The opening section
   - Gives most important information
   - Should answer most of the 5W's (where, when, what, why, who)
5. Body
   - Supplies detail
   - Most important details come first
   - Adds 'at the scene' feeling

Here are a few reports for your understanding.

1. Draft a report on a tragic train accident, to be published in a leading newspaper. You are Anurag Chaturbedi.

Key points

- Place and appropriate time of the incident
- Name of the trains
- Route
- Persons injured and killed
- Details of the incident as per the eyewitness
- Police enquiry

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Train Accident Kills Five and Leaves Many Injured

By: Anurag Chaturbedi

Gopalganj, May 7th

The Himgiri Express bound for Bhopal from Darbhanga in Bihar was derailed today in the early morning at about four. Most of the passengers were fast asleep when they suddenly felt the jolt. Several bogies got detached and fell off the tracks injuring more than a hundred according to the official report. Five persons are reported to have been killed according to the official report. According to the eyewitnesses, the incident occurred at around 4 a.m. in the morning, when the farmers who had already come to their paddy fields saw the train coming very fast and getting suddenly derailed. The villagers immediately rushed to the rescue of the victims before the officials from the railway department reached the accident site. An inquiry has been set up to find out the cause of the accident.

2. You are Anshul Arora, the Science Club Secretary of St Peter's English Medium School, Dibrugarh. Write a report on the recent Interschool Science Exhibition that was held in your school.

Key points

- Date and venue
- Number of participating schools
- Winners of the event
- Guests and the prize distribution

Interschool Science Exhibition Competition

By: Anshul Arora

St Peter's English Medium School, July 10

An Interschool Science Exhibition was held in our school conference hall on the 9th and 10th of July. Twelve schools from the city participated in this exhibition. Each school presented four displays out of which some were charts and some models. There were some working models too. The judges were Science teachers who came from Kendriya Vidyalaya.

There were two groups of display. In one, only the charts were presented while in the second group models were displayed. The first prize was bagged by the students of Sarojini Naidu Girls' School. The second and third prize went to the boys of DAV Public School. Our school bagged a prize for the Best Working Model.

The District Commissioner graced the occasion as the chief guest and also gave away the prize to the winners.

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3. As Prasad, draft a report on the recent cyclone that claimed lives in your city.

Key points

- Location
- The shocking experience
- Describe the fearful situation
- Rescue work and relief provided

Hudhud Cyclone hits the coastal city of Vishkapatnam

By: Prasad

Name, place, date: Yesterday, the coastal city of Vishakapatnam in Andhra Pradesh was hit by a severe cyclone, Hudhud. It tore through the city, bringing the bustling city of 20 lakh people to a halt and causing damage worth ₹ 21,908 crore, according to the Andhra Pradesh government.

Shortly before landfall near Visakhapatnam, Hudhud reached its peak strength with speeds of 175 km/h. Then it moved northwards towards Uttar Pradesh and Nepal. It caused the deaths of 124 people, mostly in Andhra Pradesh and Nepal. The cyclone also caused avalanches and heavy snowfall in Nepal.

The cyclone sent hoardings and tin roofs flying like saucers in Vishakhapatnam. The streets were covered with broken glass in no time. Many statues toppled, and electricity and telephone poles were also knocked down. Big trees were uprooted. This was accompanied by heavy rainfall which lashed the city. All essential services were disrupted. All government authorities, NGOs and volunteers have begun relief work in the city.

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4. Write a news report on the recent success of Indian cricket as a sports reporter.

Another win, another celebration

Name of the student

The Indian cricket team, on Saturday, added another feather to its cap by winning the 16th Inter Asian Cricket tournament. The captain, M S Dhoni, scored a century in the match against Sri Lanka in the city of Mohali. In the last over, he scored a sixer and Sri Lanka lost the match by four wickets. Kohli took five wickets. In the Sri Lankan team, the captain Angelo Mathews gave tough competition to the Indian team. After this win, Team India now looks forward to their next tournament in Australia and is already preparing to keep the winning streak on.

Exercises

1. On Monday, some boys of your school were beaten badly outside the school gate by some outsiders just after the school got over. You are Pranay, the school prefect and also an eyewitness. Your teacher has asked you to write a report on whatever happened.

Key points

- Place and time
- The boys involved
- Kind of misbehaviour
- How did it end

2. Write a report on the earthquake that rocked Nepal.

3. Imagine you are the reporter of a sport daily. Write an article about a person who has received the first position in her/his sport in a prestigious sports event.

4. Write a book report, noting the name of the book, the author, the major characters, the setting of the book and a short summary of the book.

5. Write a report on a famous explorer, describing the area(s) that the person explored, when the expedition(s) traveled, highlights of the trip(s), why they chose the routes they did, and the results of the exploration.

6. Publishing India Company organized a one day workshop on creative writing skills. As a Literary Captain of your school, write a report to be published in school magazine.

7. Your school organized World Environment Day recently. Write a report to be published in the school magazine.

8. You are a reporter of a famous newspaper. You were asked to cover the health camp organized by the Ayush Ministry at Public Stadium, Agra. Write a report on the same.

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30 Personal Diary

Personal diary is where we express our personal thoughts, feelings and opinions in our own ways.

Important features:

- There is no rigid rule for writing a diary.
- However the day, date and the time should be written on the left-hand corner of the page.
- One can use imagination and creativity while writing a diary entry.
- One can write a diary page about anything, even the most mundane happenings of life.
- While writing a diary, it should be like as if we are talking to the diary.
- This is where we can pour out our personal thoughts about any happenings or incidents of our life.

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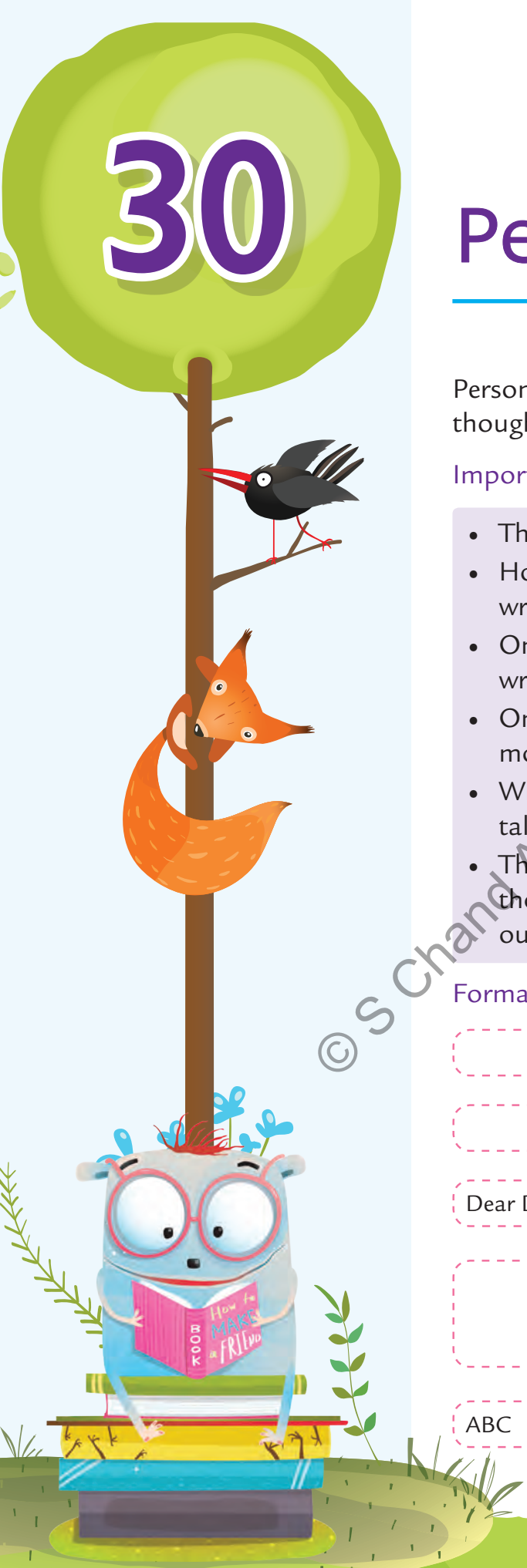
Format

	← Day, Date
	← Time
Dear Diary,	← Opening
	← Body
ABC	← Writer's name



Here are a few diary notes for your understanding.

1. Today was a very special day in your life. You have won the interstate badminton championship and have been selected to go to Delhi to play the national championship. Write a page in your diary expressing your joy.

Wednesday, 17th May

10.00 pm

It has been one of the best days of my life today. I had a very important match today. I prayed in the morning. This time I really wanted to win the match. Remember, last year I was so upset after losing? But today was my day. I defeated Kiran Mehra and won the title of State Badminton Champion. And the best thing? I am leaving for Delhi next month to play the national championship. Oh, how happy I am! I don't know how to hold my joy!

2. You have fought with your best friend today. You are feeling extremely sad after that. Write a page in your diary expressing your feelings.

Monday, 14th March

9.30 pm

Vishakha and I have been friends since nursery. I have always shared all my secrets, my joys, my griefs, my fears with her. I never ever thought that we will have to part with each other like this. It was so strange that she didn't believe me and she thought that I was lying. I couldn't bear the pain that my best friend doesn't trust me anymore. The fight that we had today was the saddest thing that ever happened in my life. I don't know if ever we can be friends again.

Feeling heartbroken....

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Exercises

1. You have recently been selected for an ad film and your shooting starts tomorrow. You are feeling very excited about it. Write a page in your diary expressing your excitement.

2. You had a very bad fight with your sister today as she complained to your mother about the punishment you got in school today. Write a page in your diary expressing your anger and disappointment.

3. Write a diary entry about one of your acts of bravery.

4. Write a diary entry about one of your achievements.

5. Write a diary entry about a day when you felt sad.

6. Write a diary entry about a day when you felt very happy.

7. You have been distracted from your studies and have not performed well in the half-yearly exams. Write a diary entry describing why this has happened and your resolution to do better in future.

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31 Brochures

Brochure is a document that contains summarized or introductory information about an organization, company or an institution.

Brochures are also made to raise awareness or champion a cause. They can be used to promote nearly any service.

Important features:

- A brochure should contain all the necessary information.
- It should be colourful and attractive.
- It should be able to reach the target audience.
- Layout and design is important in a brochure.

See the following brochure specimen:

Design a brochure for Nrityangan Dance Academy giving the following details.

Points

- Location
- Courses offered and course fee
- Course duration
- Timings
- Contact details

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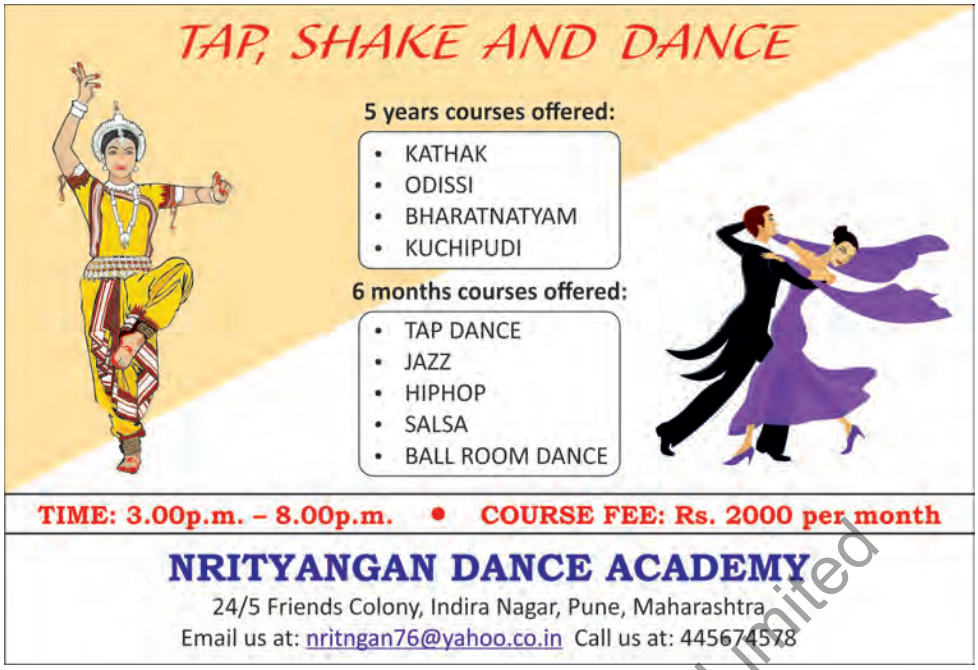

Exercises

1. Design a brochure for Happy Hours Play School, Noida, giving the following details.
   - Location
   - Admission time
   - Timings
   - Age group
   - Contact details

2. Design a brochure for a tourist place giving details of:
   - Importance as a tourist place
   - Location
   - Important places to visit
   - Brief description of each place

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32

Lists

A list can be termed an ordered collection which is written in a proper sequence. It is a useful medium to remember certain information.

Important features:

- Lists are written to attract attention and for easy reading.
- One needs to listen attentively to include every item which needs to be listed.
- A list can be written in different ways.
- Lists can be numbered or bulleted.
- Do not mix up between numbered and bulleted lists.
- Avoid unnecessary punctuation of list items.

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See the following examples.

Madhu is going to an excursion with her friends. She asks her mother to pack the backpack for her. Listen to the following conversation between Madhu and her mother and then prepare a list of items that her mother needs to pack.

MADHU : Mom, please pack the bag for me.

MOTHER : Okay Madhu, I will. Just tell me the things you need.

MADHU : Toothpaste, comb, sunscreen, two pairs of jeans, two shirts.

MOTHER : Is that all? Don't you also need a pair of sandals?

MADHU : Oh, yes! And also talcum powder and a towel.

MOTHER : Okay, fine. I am packing your backpack.

LIST:

- Toothpaste
- Comb
- Sunscreen
- Jeans – 2 pairs
- Shirts – 2
- Sandals
- Talcum powder
- Towel

Exercises

1. Following is an instruction of the Physical Education teacher who wants you to follow a certain routine for an upcoming tennis tournament. Listen to his instructions carefully and make a list of the things you need to do.

   Wake up at five o'clock in the morning and go for a morning walk. After a one hour walk, come back and drink a glass of warm water, mixed with lemon and honey. Take some deep breaths and exercise for half an hour. Eat nutritious breakfast and then come to school. Don't forget to bring your tennis racket.

2. Ravi's mother asked him to do the following while she is away. Listen carefully to what she says and make a list of things Ravi needs to do.

   Ravi, I am going to Amritsar for two weeks. While I am away you need to do certain things. Please pay ₹ 500 for my mobile bill. Tell your dad to bring the mixer grinder from the shop which I have given for repair. Pay ₹ 2000 to the maid and also ask her to wash all the clothes which are there in the washing machine. Bring some vegetables from the market. Tell the newspaper boy to stop giving *The Times of India* for the next two weeks. And please don't forget to tell Mrs Durani that I will not be able to attend her son's birthday party.

3. Imagine you are writing a list of environment-friendly New Year's resolutions and make a list of ten things you want to do to help improve the environment.

4. Hike is a delightful way to explore nature with friends and family. You are getting into day hiking. While you're packing, make a hiking checklist to make sure you don't forget anything important. Keep in mind the following: clothing, gear, food and water.

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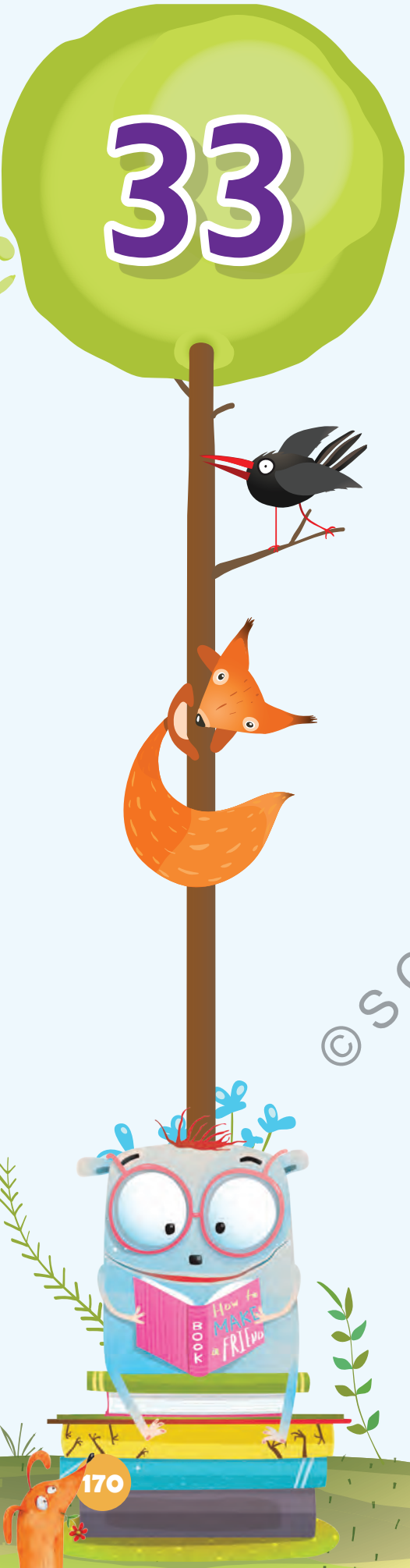

33 Letters and emails

Formal Letters

Letter writing is one of the most common and oldest forms of communication. It is one of the most essential parts of our day-to-day life. Therefore, it is necessary to learn this indispensable technique.

Broadly we can classify letters into two types:

1. Formal letters
2. Informal letters

Features of a formal letter

- Formal letters are written for business and official purposes.
- The language used in formal letters should be simple but formal.
- The idea conveyed should be precise and clear.
- Appropriate format should be used.
- Formal letters do not allow the use of any kind of personal touch, e.g. in a formal letter we do not use words like, 'Hi', How are you?' etc.

Format of a Formal Letter

The various parts of a letter are as follows:

- The Beginning
- The Salutation
- The Subscription
- The Subject
- The Body
- The Supersciption

- In a formal letter, the Beginning comprises the sender's address, the address of the addressee and the date.

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- Subject in a formal letter gives the main topic on which the letter is written in brief.
- The Salutation in a formal letter is generally, *Dear Sir* or *Dear Madam*.
- The Body, which is the main part of the letter, comprises the main content of the letter. Here the purpose of the letter should be communicated in a neat and clear manner.
- The Subscription is written to end the letter in a polite way. For example, we end the letter with a phrase like Yours faithfully, or Yours truly, etc.
- The Superscription is the address of the person to for whom we are sending the letter which is written on the envelope. It should be neat and complete so that the letter reaches its correct destination.

See the following examples.

1. Write a letter to the postmaster complaining about the delay in delivering the letters by the postman of your area. You are Suman.

6/5 Kumud Colony
Mahabalipuram

Sender's full address (name not included)

6th August 2019

Date

The Postmaster
Kumud Colony
Mahabalipuram

Receiver's full address (name not included)

Subject: Complain about the delay in getting letters

Subject

Dear Sir,

Salutation

This is to bring to your notice that for the past few months, letters are not being delivered to us on time. This is creating a lot of inconvenience to all the residents of 6/5 Kumud Colony. Last week I missed an interview for a job as the call letter reached only today. This is an earnest request to you to look into the matter and ensure timely delivery

Body of the letter

With regards,

Subscription

Suman

Signature

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2. Write a letter to the Managing Director of your school inviting him to become the chief guest at your school on the annual function to be held on the 16th December 2019. You are Neeraj, the cultural secretary of the school.

KVS School,
Thiruvanantapuram,

25th November, 2019

The Managing Director
KVS School
Thiruvanantapuram

Subject: Invitation for Chief Guest on 16th December 2019

Dear Sir,
As the cultural secretary of the school, it is my privilege to invite you to our school annual function to grace the occasion as the Chief Guest. The function will be held on 16th of December in the school auditorium.

We shall feel greatly indebted to you for an early acceptance of this request.

With regards,

Yours Sincerely,
Neeraj
Cultural Secretary
KVS School, Thiruvavantapuram

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Exercises

1. Write a letter to the Principal of your school requesting him/her to arrange extra classes for Mathematics. You are Samuel of Class VII.

2. Write a letter to the Inspector of Police in your town, complaining about the nuisance caused by some boys of other localities in your locality. You are Diya Rajput.

3. Write a letter to the manager of a toy shop in your town complaining about the quality of a building set which you recently bought from his shop.

4. Write a letter to Mr Arnab Sen, a noted Quiz Master, inviting him to conduct a quiz show in your school on the occasion of Science week.

5. Write a formal letter to your principal, requesting a few days off from school due to an important family event. Make sure to give necessary details, such as, when you will be going, for how long and why.

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Writing an Email

An email is the most modern way to communicate. It is also the fastest and cheapest means of communicating. It is therefore essential to learn the skills of writing an email. Writing an email is an art.

We must keep the following points in mind while writing an email.

- Give a subject to your email which tells the reader what the email is about.
- A mail, like a letter, starts with a greeting like that of a formal letter.
- Address the person correctly in a formal email. Example: Dear Sir/Ma'm, Respected Sir/Ma'm, etc.
- While writing to a friend, however you can use 'Hi' or 'Hello'.
- Write in short what you want to convey.
- An email is generally ended with a short sentence, e.g. 'Hope to hear from you soon'.
- Sign off with respect. Example: Yours faithfully, Yours sincerely, etc.
- Sign off with your full name.

See the following examples:

From	
To	manav123@gmail.com
Cc	
Sub	Information required

12 August 2019 15:09:34

Dear Mr Mathur

I am writing this to ask you for some information regarding the art competition that is going to be held in your school on 20th August.

Could you please give me the following information?

- Number of students per group allowed to join in this competition
- The materials to be provided by you for the competition
- Reporting time
- Duration of the competition

Looking forward to hear from you at the earliest.

Thank you.

Rumki Chatterjee

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From	
To	jayatiram34@yahoo.com
Cc	
Sub	Appointment required

5th September 2019

Dear Ms Jayati,

I am requesting you to arrange an appointment with Dr Neelesh Chatterjee on 1st October. The details of the patient are as follows:

Patient's name - Ravi Narayan

Age – 18 years

Problem – chest pain

Last visit – 31st October

Kindly fix the appointment and let me know via email as soon as possible because I live in Pune and I have to book tickets to visit the doctor with my brother Ravi.

Thanks and regards

Rohit

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Exercises

1. Write an email to a penfriend telling him/her about an interesting incident witnessed by you.
2. Write an email to Priya, the curator, to make some enquiries of The State Museum as you want to visit the museum with some students of your class.
3. Write an email to the customer care supervisor of an online shopping site complaining about a defective product that you recently bought from them.
4. Write an email to Mr John apologizing for your delay in replying to his email, giving reasons for the same.
5. Write an email to your friend in London telling him that soon you are planning to visit him there.

Words

Prepositional Phrases

Certain verbs, nouns and adjectives are always followed by particular prepositions. Read the following sentences, noting the correct preposition after each word in italics.

A

It *occurs to* me that it is dinner time.
His dinner *disagreed with* him.
People will *laught at* you if you put on this dress.
Pavlova *excels in* dancing.
The dacoits *escaped from* jail.
The King of England *rules over* many millions.
They were *supplied with* the necessaries of life.
It is a pleasure to *deal with* him.
At last fortune *smiled on* him.
The viceroy *subscribed* a handsome sum *to* the Relief Fund.
The patient is now *free from* pain.
India *abounds in* mineral wealth.
The words do not *admit of* such a construction.
The soldiers were *confined to* barracks.
The doctor *cured* him *of* asthma.
The accused *pleaded for* mercy.
The king *bestowed* many favours *on* his vizier.
He is *lost to* all sense of shame.
The teacher *impressed on* us the value of discipline.

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Silkworms *feed on* mulberry leaves.

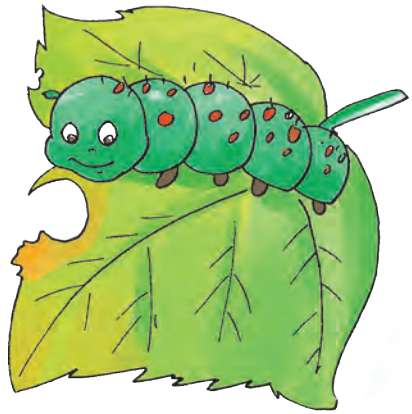
The magistrate *acquitted* him *of* the charge against him.

His followers *conspired against* him.

The defendant *appealed against* the judgment of the lower court.

His followers *betrayed* him *to* his enemies.

His friends *condoled with* him in his bereavement.



B

The governor *conferred with* his ministers.

God has *conferred on* us gifts without number.

Only a few cricketers can be *compared with* Ranji.

Poets often *compare* love *to* madness.

We *arrived in* Kolkata early in the morning.

We *arrived at* the station just in time for the train.

We should *accommodate* ourselves *to* circumstances.

My friend *accommodated* me *with* a loan.

He *quarrelled with* me *over* a trifle.

He *introduced* me *to* his brother.

He *insisted on* an explanation.

He *reconciled* himself *to* his lot.

He readily *complied with* my request.

He promptly *replied to* my letter.

He *grieved over* his dead friend.

He *dispensed with* the services of his dishonest clerk.

He *valued* the diamond *at* ₹ 50,000.

He *values* himself *on* his conversational powers.

He lives *close to* my house.

He thought it prudent to *withdraw from* the contest.

He is *accused of* stealing.

He is *popular with* the boys.

He has a great *contempt for* lying.

He takes a *pride in* his work.

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C

He had his *revenge on* his enemies.
He was *surprised at* meeting me there.
He *prevailed on* me to attend the meeting.
He *parted from* his friends in high spirits.
He *died of* cancer.
He *acted from* fear.
He *acted under* compulsion.
He *refreshed* himself *with* a cup of tea.
He *sided with* the minority.
He *succeeded in* the undertaking.
He *referred to* his watch for the exact time.
He *concealed* the facts *from* me.
He was *worried over* the mistake.
He has a *grudge against* me.
He *prevailed over* me in the dispute.
He *parted with* his property.
He *died by* his own hand.
He *acted upon* my suggestion.
He *prized* himself *on* his skill in billiards.
He *yielded to* superior force.
He *succeeded to* the throne of his uncle.
He *agreed to* my proposal.
He *supplied* the poor *with* clothing.
He *fought against* his enemies.

D

He *complained of* the injustice done to him.
He *acceded to* my request.
He *depends on* his own efforts.
He *deals in* Indian goods.
He has *retired into* private life.
He has *provided for* his children.
He has *failed in* arithmetic.
He has *invited* his friends *to* dinner.
He is *competing for* the prize.
He has no special *liking for* mathematics.
He is somewhat *susceptible to* flattery.
He has *offended against* the law of the land.
He has *borrowed* money *of* (or *from*) several people.
He *complained to* the headmaster.
He *abstains from* liquor.
He *delights in* mischief.
He has *retired from* business.
He has *recovered from* his illness.
He has *glanced over* the whole book.
He has *applied for* a bad cold.
He is *labouring under* a misapprehension.
He is *suffering from* neuralgia.
He is *ill with* fever.
He was *talking with* (or *to*) a friend.
He has *invested* his money *in* gilt-edged securities.

E

He was *inquiring for* the teacher.
He was *inquiring after* your health.
He has great *confidence in* himself.

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He has great *influence over* his disciples.
He has hardly any *influence with* the collector.
He has considerable *advantage over* his competitors.
He has a *prejudice against* foreigners.
The police are *inquiring into* the matter.
He has no *affection for* his parents.
He has made no *allowance for* short weight.
He has preferred a *complaint against* his neighbour.
He shows great *aptitude for* business.
He proved *faithless to* his chief.
The cat became *impatient for* milk.
He was found *guilty of* manslaughter.
He is *acquitted of* the charge against him.
He is *intent on* mischief.
He is *reduced to* despair.
He has lost *control over* his horse.
He is *free with* his money.
He is *bent on* mischief.
He is *careless of* his dress.
He is *incapable of* such conduct.
He is acquainted with all the *details of* the transaction.
He is *kind to* the poor.

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F

He is *married to* my cousin.
He is *partial to* his friends.
He is *tired of* life.
He is *worthy of* remembrance.
He is *certain of* one prize.
He is *charged with* disorderly behaviour.
He is *related to* me.
He was *surprised into* a full avowal.
He was *recompensed for* the trouble.
He was *punished for* misconduct.
He is *fond of* work.
He is *sensible of* your kindness.
He is *true to* his king.
He is very *ready at* excuses.
He is *involved in* difficulties.
He is *engaged to* my cousin.
He was *accused of* theft.
I was greatly *surprised at* his appearance.
He was *annoyed with* the servant.
He was *tired with* travelling so far.

He was *blamed for* the accident.
He was *blamed for* the delay.
He was *presented with* a medal.
She was *dressed in* a white saree.
He was *charged with* murder.

G

He was *warned of* the danger.
He was *angry with* me.
He was *displeased with* me.
He was *disgusted at* the sight.
The godown is *infested with* rats.
The auditor is *entitled to* remuneration.
I *grieve for* you in your trouble.
I *congratulate* you *on* your promotion.
I always *bathe in* cold water.
I *blush at* your misconduct.
I beg leave to *differ from* you.
I don't *concur with* you.
I don't *agree to* your proposal.
He was not *afraid of* death.
He was *busy with* his work.
He was *annoyed at* my remark.
He was *cautioned against* the man.
The whole family is *involved in* the theft.
I *prefer* tea *to* coffee.
I *rejoice at* his good fortune.
I *protest against* this measure.
I *object to* your remark.
I *beg of* you to forgive me.
I don't *care for* what he says.
I don't *agree with* you.

H

I take *exception to* your remark.
I have a high *regard for* his judgment.
I have *accustomed* myself *to* early rising.
I have nothing to *repent of*.
I will not *hide* the truth *from* you.
I am not *envious of* his wealth.
I am *anxious about* his health.
I am *sorry for* your misfortune.
I am *convinced of* the necessity of prudence.
I am *disgusted with* him.
I am *prepared for* anything.
I am *careful of* the rights of others.
I have no *leisure for* idle talk.
I have been *familiar with* him for years.
I have *complained against* him *to* my father.
I will never *submit to* indignity.
I am *obliged to* you *for* your kindness.
I am *delighted with* the prize.
I am *anxious to* avoid mistakes.
I will *look into* the matter.
I am *disgusted at* his cowardice.
I am *fond of* chocolates.
I am *proud of* your friendship.
I *yield to* none in respect for law.

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I

I am *tired of* playing cards.
I am in *favour of* protection.
I was *prevented from* going.
I *warned* him *of* the danger.
I *called at* his office yesterday.
I *waited on* him at his office.
I *laughed at* his jokes.
I foolishly *relied on* his word.
I *reminded* him *of* his promise.
I purposely *refrained from* saying more.
I *assented to* his proposal.
I *voted against* the proposition.
I *inquired of* the servant if his master was at home.
I am *sick of* flattery.
I was *ignorant of* his intentions.
I was *astonished at* his impudence.
I *warned* him *against* speculation.
I *called on* him in the afternoon.
I *waited for* his reply.
I foolishly *counted on* his help.
I *inquired of* all that were present.
I *explained to* him the real state of affairs.
I *insisted on* his leaving my room.
I *voted for* the proposition.
I *yield to* none in appreciation of his merits.
I *exchanged* my calculator *for* his camera.

J

I would not *wish for* anything better.
We must *conform to* the regulations.
We *rejoiced at* his success.
We should *feel for* the poor.
We should all *aim at* excellence.
We are *accountable to* God for our actions.
He is *engaged in* the banking business.
He is *dependent on* his parents.
He is *contented with* his lot.
He is *alive to* his own interests.
He is *annoyed at* his teacher's words.
We should *provide against* the risk of fire by insuring our goods.
I am not *satisfied with* your explanation.
We *landed at* New York on the 15th.
We are all *subject to* the laws of nature.
We should *profit by* experience.
We are *responsible to* God for our actions.
We are well *provided with* money.
He is *engaged to* my cousin.
He is *disgusted with* his son.
He is *desirous of* fame.
He is *annoyed with* his son.
He is *aware of* all the facts.
He is not *afraid of* work.

K

He is not *averse to* (or *from*) hard work.
He is *bound by* a contract.
He is *abstemious in* eating and drinking.
He is *dissatisfied with* his lot.

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He is *grateful to* his master for his favours.
He is *indebted to* his friend for a large sum.
He is *indignant at* his rude behaviour.
He is *displeased with* his assistant.
He is *eager for* distinction.
He is *faithful to* his master.
He is *known to* many people.
He is *liable for* his wife's debts.
He is *obedient to* his parents.
He is *offended with* me.
He is *possessed with* the idea that he is a poet.
He is *ignorant of* what he pretends to know.
He is *insensible to* pity.
He is *jealous of* his reputation.
He is *proud of* his son.
He is *eager in* the pursuit of knowledge.
He is *known for* his philanthropy.
He is *liable to* a fine.
He is *mistaken in* his belief.
He is *opposed to* the proposed scheme.
He is *possessed of* a large fortune.

L

He is *proof against* temptation.
He is *ready in* answering.
He is *occupied in* writing lettes.
He is *resolved on* leaving school.
He is *safe from* his enemies.
He is *vain of* his attainments.
He is *quick at* taking offence.
He is *vexed with* me.
He is *weak in* mathematics.
He is *unfit for* hard work.
He is *weary of* reading.
He is not *ashamed of* his conduct.
He was given a reception *suitable to* his high position.
He is *prompt in* carrying out orders.
He is *ready for* the journey.
He is *occupied with* some important matter.
He is *reconciled with* his brother.
He is *entitled to* a hearing.
He is *deficient in* common sense.
He is *quick to* take offence.
He is *fit for* nothing.
He is *familiar with* the works of Kalidas.
He is *careful in* speech.
He is *indifferent to* his own interests.
He is not *ashamed to* beg.

M

He is *angry with* his son.
He is *backward in* arithmetic.
He is *confident of* success.
He is *blind to* his own interests.
He is *suspicious of* all his neighbours.
He is *lacking in* courage.
He is *proficient in* mathematics.
He is *devoid of* sense.
He is *blessed with* children.
He is *blind of* one eye.
He is in *need of* a watchman.
He is a *slave to* ambition.

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He is *grateful to* his patron.
He is *shocked at* your behaviour.
He has a *grudge against* me.
He has a *prejudice against* me.
He has a great *fondness for* music.
He has a *taste for* painting.
He has conceived an *aversion to* all kinds of profitable labour.
He is *lacking* both *in* sense and self-respect.
He is *wanting in* common sense.
He has a *spite against* me.
He has taken a great *dislike to* me.
He has a *passion for* arguing.
He has a peculiar *aptitude for* business.
He is *conscious of* his shortcoming in that respect.

N

He felt the *need of* a better education.
He *partook of* our lowly fare.
He laid *claim to* the estate.
He *felt* sorry *for* the orphans.
He *indulged in* strong language.
He *listened to* what I said.
He was ill *repaid for* his kindness.
He was *overcome with* joy.
He was *ambitious of* distinction.
He was *born of* poor parents.
He was *deaf to* their entreaties.
He was *hostile to* our plans.
He provided *false to* his friend.
He *laid* all the facts *before* his solicitor.
He stood *surety for* a friend.
He *rescued* the child *from* danger.
He *confided* the secret *to* an intimate friend.
He was *prepared for* anything.
He was *convicted of* robbery.
He was *accompanied by* his sister.
He was *bigoted in* his opinions.
He was *condemned to* death.
He was *diffident of* success.
He was *indulgent to* his children.
He was *disqualified for* the scholarship on account of his age.

O

The highway is *free for* all.
The thief was found to be *innocent of* the murder.
The stories in the book are *full of* interest.
The avaricious man is *greedy of* gain.
The hall is *suitable for* holding public meetings.
The children are *entrusted to* the care of their uncle.
The police is *entrusted with* the enforcement of law and order.
The Taj Mahal is *superior to* every other mausoleum.
The concrete used in building is *formed of* sand, *mixed with* pebbles and *cemented with* lime.

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The canker-worm is a caterpillar *destructive to* plants and their leaves.
The form and structure of nests are *adapted to* the wants and habits of each species.
The Atlantic *separates* Europe *from* America.
The woods are *inhabited by* many wild animals.
The goat *subsists on* the coarsest of food.
The true gentleman is courteous and *affable to* his neighbours.
The Assyrians were *acquainted with* the art of inlaying.
The African elephant is now *confined to* Central Africa.
The income *derived from* the ownership of land is commonly called rent.
The Moors were *famous for* their learning and their skill in all kinds of industry.
The ancient Greeks seem to have been much *addicted to* the bottle.
The cat appears to have *originated in* Egypt or in the East.
The holy tree is *associated with* scenes of goodwill and rejoicing.

P

Attend to what your teacher says.
Beware of pickpockets.
Don't *associate with* disreputable people.
Don't be *impatient of* reproof.
Don't take *hold of* my hand.
Pay great *attention to* correct pronunciation.
Select any article you like *from* this box.
Hope for the best, be *prepared for* the worst.
Trust in God.
Pray to God.
Deliver us *from* evil.
Save me *from* my friends.

Take *care of* the pence; the pounds will take *care of* themselves.
Have nothing to do with one who *jests at* what you or others think sacred.
Let the cobbler *stick to* his last.
Innocence is not *proof against* scandal.
True charity does not *consist in* alms-giving.
Death does not *distinguish between* the rich and the poor.
Recently there has been a *reduction in* the price of sugar.
It will not be *convenient for* me to call on him tomorrow.

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Will Monday be *convenient to* you?
Birbal is *celebrated for* his witty sayings.
His name is *familiar to* all in our village.
They were waylaid and *robbed of* their valuables.
This street is ill *adapted for* motor traffic.

Q

The two questions are quite separate; one is quite *separate from* the other.
He has good *cause for* rejoicing.
Darkness was the *cause of* his losing his way.
His manner *partakes of* insolence.
He was discharged as there was no *proof of* his guilt.
It is always well *to look at* people when addressing them.
He will not *look at* the offer.
A child is not always able to *distinguish* good *from* evil.
Some people cannot endure the *taste of* onions.
Adam *assigned to* every creature a name *peculiar to* its nature.
He that is *surety for* a stranger shall smart for it.
His manners *prejudiced* me *against* him.
There is no *difference between* the Jew and the Greek.
Men are perhaps as *different from* one another; as the regions in which they are born are different.
His talk *smells of* the shop.
His actions *accord with* his words.
Temperance and employment are *conducive to* health.
Nothing *conduces to* happiness so much as contentment.
Oil is *good for* burns.
Invalids are not *capable of* continued exertion.
Pictures *appeals to* the eye.
Difficulties are *liable to* occur.
Alcohol is *injurious to* health.
It is rude to *stare at* people.
It is an *offence against* the law.

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Exercise 1

Fill in the blanks with suitable *prepositions*.

1. This machine is well adapted _____ its purpose.
2. I have no further need _____ your help.
3. He was disqualified _____ the scholarship.
4. We are glad _____ your success.
5. Your performance does not accord _____ your promises.
6. A wise man profits _____ experience.
7. I have a picture similar _____ yours.
8. He is very different _____ what I expected.
9. You may rely _____ what he says.
10. I cannot agree _____ any such proposal.

Exercise 2

Complete the sentences with suitable *prepositions*.

1. He is eager _____ wealth and careless _____ reputation.
2. You will be sorry _____ your mistake.
3. The king bestowed _____ him high honours.
4. They conferred _____ each other for a long time.
5. I prefer death _____ dishonour.
6. Don't be a surety _____ another.
7. His face is familiar _____ me.
8. He is familiar _____ many Hindu customs.
9. My cousin died _____ consumption.
10. No cat is averse _____ fish.

Exercise 3

Fill in the blanks with suitable *prepositions*.

1. Lawyers profit _____ people's quarrels.
2. Rama quarrelled _____ Hari but he is now reconciled _____ him.

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3. I like the taste _____ mangoes.
4. He has no taste _____ music.
5. I shall wait _____ the collector and lay my case _____ him.
6. He waited _____ the train.
7. I have been warned _____ moneylenders.
8. He was warned _____ the danger in good time.
9. The magistrate acquited him _____ the charge.
10. I did not think him capable _____ it.

Exercise 4

Fill in the blanks with appropriate *prepositions*.

1. Myanmar is very rich _____ oil.
2. The elephant is faithful _____ his mahout.
3. He has to prove his worth _____ his patron.
4. His father is displeased _____ him.
5. He was born _____ Kolkata _____ humble parents.
6. Mumbai is celebrated _____ its beautiful harbour.
7. He is not alive _____ his own interests.
8. The village is inhabited _____ Bhils.
9. Although they are brothers, they are suspicious _____ one another.
10. We should be thankful _____ God _____ all His gifts.

Exercise 5

Fill in the blanks with suitable *prepositions*.

1. They trade _____ India _____ yarn.
2. Ultimately he triumphed _____ every obstacle.
3. You can't wish _____ anything better.
4. I yield _____ none in appreciation of his merits.
5. I hope nothing has happened _____ you.
6. I will not hide the truth _____ you.

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7. Hope _____ the best.
8. Do not jest _____ sacred things.
9. After a pleasant voyage we landed _____ Karachi.
10. Didn't it occur _____ you to ring up the police?

Exercise 6

Complete the sentences with appropriate *prepositions*.

1. Do not conceal anything _____ your doctor.
2. I agree _____ your proposal.
3. I agree _____ you on all points.
4. He was angry _____ me for nothing.
5. Some people compare Kalidas _____ Shakespeare.
6. I am prepared to compete _____ you on equal terms.
7. Only a few men compete _____ the prize.
8. You may count _____ my sympathy if not active support.
9. I do not know what claim you have _____ me.
10. His library consists _____ three thousand volumes.

Exercise 7

Complete the sentences with suitable *prepositions*.

1. He is always in need _____ money.
2. He is very careful _____ his health.
3. He is a slave _____ drink.
4. Stick _____ your word.
5. He is ready _____ death.
6. He is very ready _____ excuses.
7. He is suffering _____ typhoid.
8. He was disqualified _____ active service.
9. He is in favour _____ free education.
10. He has a prejudice _____ foreigners.

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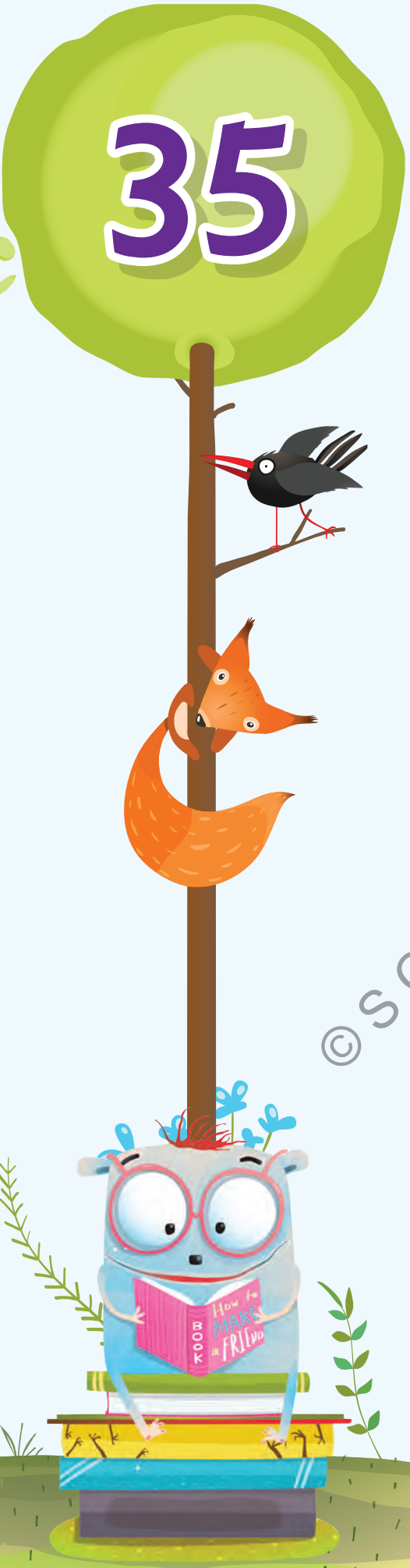

Listen and Speak

We will practise both listening and speaking in the following exercises. In the speaking exercises, we will have discussions, debates and speech. They will be interactive and close to real-life situations.

Exercises

1. Listen to the announcement made at the railway station and answer the questions that follow.
   (a) What is the train number?
   (b) Where is the train going?
   (c) On which platform number, will the train arrive?
   (d) What is the inconvenience caused?

2. Morning announcements are a way of dispensing updates on ongoing activities, details of the upcoming ones, new regulations and other critical information to the staff and students.
   You want to convey your congratulations on a recent team victory in the school assembly. Make the announcement in front of the assembly.
   A typical morning announcement starts like this:
   'Good morning... (appropriate names!)...' the obligatory salutation... the announcement...

3. Listen to the piece of news and answer the questions that follow.
   (a) On which day did the dust storm hit the state of Rajasthan?
   (b) Name the three districts that were badly

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affected by the sand storm.

(c) How many people were left injured in the calamity?

(d) How many people died in Jhunjhunu?

(e) Altogether, how many people died as was reported today?

4. Now convey the news in front of the class.

Start with a headline. Your headline should be accurate, clear and easy to understand. Then tell the crux of the event. Maintain a neutral voice.

5. Listen to a talk on the radio on 'How to make cottage cheese at home'. Arrange the following sentences in proper sequence based on what you listened on the radio just now.

(a) Simmer the gas till the milk curdles. ☐

(b) Heat the milk and bring it to a boil. ☐

(c) Tie the cottage cheese in a soft cloth. ☐

(d) Take some milk and lemon juice. ☐

(e) Drain the water completely. ☐

(f) Your cheese is ready to cook. ☐

(g) Add lemon juice to the boiling milk. ☐

6. Learn a few 'without fire' easy recipes. It may be an easy, nutritious treat to satisfy all of your cravings. Then share the recipe with the class. Start with the ingredients, quantities, proportions in which you want them to be mixed. Then tell the procedure point wise.

7. Listen to the weather forecast and complete the table below.

S. No.	States	Weather Conditions
1.	Karnataka	
2.	West Bengal	
3.	Andhra Pradesh	
4.	Odisha	
5.	Punjab	

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6.	Goa	
7.	Haryana	
8.	Meghalaya	
9.	Tamil Nadu	
10.	Maharashtra	

8. Your teacher will read out a discussion on the usefulness of coconut. Listen to it carefully and answer the questions that follow.
   (a) Write three nutrients available in coconut.
   (b) Mention two ways in which coconut helps in beauty and skin care.
   (c) Why are electrolytes essential for our body?
   (d) Where do we find abundance of electrolytes?
   (e) What is rich in medium chained fatty acid?
   (f) What can help in detoxifying our body?

9. Listen to the piece of news. Fill in the blanks with appropriate words based on what you listened just now.

   The _____ railway station will be developed as a _____ facility. It will be _____ in the country with such special amenities. _____ is the other railway station in Gujarat which is being made world class. Surat railway station will have a parking space that can accommodate _____ vehicles.

10. Imagine you are a detective. Your neighbour has lost his/her cat and wants your help. What kind of questions would you ask to solve the mystery of the missing cat? Pair up with your classmate. One of you can be the detective, and the other the neighbour who has lost the cat. Enact the scene in class.

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Listening Text

1. Passengers! Your attention please. Train no. 3456 down Shatabdi Express, bound for Amritsar is running late by four hours. The platform no. will be announced later. Inconvenience is regretted.

3. The death toll caused by the high speed dust storm on Wednesday night in Rajasthan's Bharatpur, Alwar and Dholpur districts, rose to 27 people on Thursday. Over a hundred people were also left injured in the calamity.

   Earlier today, it was reported that 22 people were killed, of which eleven people died in Bharatpur, six in Dholpur, four in Alwar and one in Jhunjhunu as the dust storm left a trail of destruction, leaving hundreds of trees and electric poles uprooted.

5. Hello, my dear friends. This is chef Anita. Today I am here to teach you how to make cottage cheese at home. Making cottage cheese is the simplest task. You just need two ingredients for making it at home. They are milk and lemon juice. Heat milk and bring it to a boil. Then add the lemon juice and simmer on the gas till the milk curdles and separates into whey and cheese. Now drain the water and completely dry the cheese by tying it in a clean soft cloth. Your cottage cheese is ready after all the water is drained out.

   See you again on Monday with another simple recipe. Till then, goodbye.

7. There will be heavy rain and thunder showers in Assam, Meghalaya and most parts of the north-eastern states. Mercury will rise in parts of Rajasthan, Haryana and Punjab and it is expected to be very hot and humid in those parts of the country. There will be light rain showers in West Bengal, Odisha and parts of Andhra Pradesh. It is expected to be hot and humid in Karnataka and Tamil Nadu, while Goa and Maharashtra will experience cool weather due to a light rain and drizzle tomorrow.

8. Coconut is one of the most useful of all fruits. It is not only used in our daily cuisine, but it is also an important ingredient in our beauty regimen. The coconut is a new miracle food as it has proved to be highly nutritious, rich in fibres, and packed with essential vitamins and minerals.

   The water in the young green coconut is one of the highest source of electrolytes which are responsible for keeping the body well hydrated so that muscles and nerves can function appropriately.

   Although coconut oil is a saturated fat, it is rich in medium chained fatty acid that can actually help in metabolism. It also helps detoxify your body and balances your digestive tract.

   Applying coconut oil to the hair makes it lustrous, shiny and healthy. You can also apply coconut oil to the face and body to keep your skin soft and smooth.

9. The Surat railway station will be the third in the country and the second in Gujarat, after Gandhinagar, to be developed as a world - class facility under a Railway Ministry Station Re-development Programme, officials said.

   The station will be equipped with several 'airport-like' amenities. It will also have a parking space for 900 vehicles.

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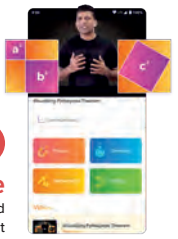
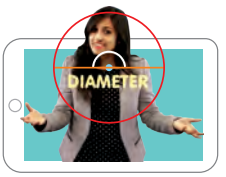


STEP 01

Visualize

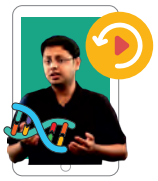
Complex concepts in a simple and easy to understand format



STEP 02

Learn

Learn from India's most popular teachers. Gain conceptual clarity and score high



STEP 06

Revise

Concepts till you master it. Learn for life and excel in exams as well

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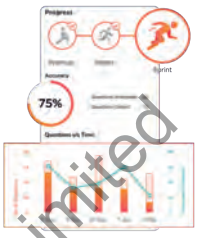

STEP 03

Test

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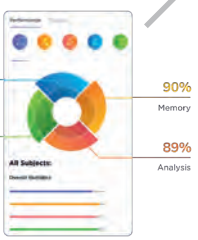

STEP 05

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STEP 04

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